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ABSTRACT

The results of a study to determine attitudes of parents and professional educators toward educational goals for secondary school students are analyzed in this report. The survey was conducted in two communities--Albuquerque, New Mexico, and Philadelphia, Pennsylvania. The essential nature of the results is summarized by the following categories: (1) general academic knowledge and the best means of achieving it; (2) personal and social adjustment and maturity; (3) providing knowledge on the need to conform; (4) informed citizenship and understanding of the process of government; (5) college preparation; (6) moral responsibility; and (7) vocational specific training. Five items not directly bearing upon the school's responsibility but included in the opinion questionnaire were family responsibility, physical fitness, consumer role, cultural appreciation, and services and facilities for parents and other members of the community. Tables present the priorities ascribed to each of these categories by parents and professional educators. Comparative tables are presented listing the responses from the two cities, their differences and likenesses, and opinions on how well the educational system is responding to expressed needs. (JD)

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Goals of Secondary Education

As Perceived by Education Consumers

Volume IV

Quantitative Results

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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QUANTITATIVE RESULTS

Introduction

The ensuing sections describe the major quantitative findings of the project, i.e., the numerical data that emerged from the administration of structured instruments and the results of numerical analysis of these data. As described in the Methodology volume, the researchers used many instruments in the course of the project and, as is the nature of methodological studies, rejected many as being unsuited to the task at hand. The present section describes only those findings which emerged from instruments the researchers deemed to be satisfactory, from samples large enough to give at least modest reliability, and for items that can fairly be regarded as measuring goals (mediate or global) of education, or processes which are thought necessary to achieve these goals.

The following material is organized in the sequence the stages would follow in a systematic application of the methodology as finally developed. The presentation is intended to show the strengths (and weaknesses) of the quantitative instruments and procedures used and to illustrate the kind of data that emerge. We must emphasize again that the project was essentially methodological and

that substantive conclusions about parental goals for education, as apparently revealed by the data, must be treated with due regard to the sample sizes, response rates and other factors which might invalidate such conclusions.

CATEGORIZATION

Summary of Categorization Procedures and Objectives

As described in the Methodology volume, two levels of educational "goal" had been tentatively identified -- twelve global outcome goals and fourty-eight mediate goals, the latter being, in effect, classroom level educational outcomes or facilitating processes. The global outcomes were generated by the researchers, in the light of pair comparison and free sort data inputs from parents (and some University of New Mexico faculty members) and the latter were generated by parents (and, again, some UNM faculty) by pair comparison and free sort procedures, interpreted by the researchers. It was necessary, therefore, to attempt some validation of the goals, the approach used being to request parents; 1) to categorize the 297 statements obtained from Elicitation in Phases III/IV with respect to the 12 outcome goals; 2) to categorize the 48 mediate goals with respect to the 12 global outcome goals. This was accomplished by allocating statements/goals to outcome goal categories on the basis of their perceived helpfulness in or relatedness to, the achievement of the outcome goals.

If there was consistency among parents in the allocation of the 297 statements to the outcome goals and, if furthermore, this allocation corresponded to the intent and understanding of the researchers, there would be reasonable confidence

that the 12 global outcome goals fairly represented the higher order goals of these same parents, even though they had not emerged directly from statistical analysis of the raw data. Additionally, if there were consistency in the allocation of the 48 mediate goals, and if the allocation corresponded to the intent and understanding of the researchers, and if the allocation of the 297 statements showed that the 12 global outcome statements were appropriate, then it could reasonably be concluded that our 48 mediate goals were also a fair representation of the parents' mediate goals. In other words, if there were a consistent and predicted match between A (the 297 statements) and B (the 12 global outcome goals) and between C (the mediate goals) and B, then we could be confident that B and C were truly goals arising from the aggregation, at different levels, of the very "low level" statements made by parents during Elicitation.

A further purpose of categorization was to see what processes were regarded by parents as facilitating which true educational goals. The approach here was to analyze the allocation of process statements (among the 297) and process mediate goals (among the 48), to the 12 global outcome goals.

It was also judged to be of importance to know whether teachers and administrators would allocate the 297 statements in the same or different ways from the parents. Did they see the outcome goals as made-up of the same lower-order goals and specific statements as parents? If there were material differences, not only would it tell us something important about differing definitions between parents and professionals, it would also mean that when, at a later stage, priorities among the two groups were compared, we might be comparing "apples and oranges".

The categorization step is therefore of great importance to the methodology. In particular, if the cross-validation procedure demonstrated that the derived goals were not meaningful, it would be pointless to proceed to determining priorities and priority schemes among these goals.

FINDINGS:

Albuquerque/Philadelphia Parents; Albuquerque Professionals; 297 Statements.

This section presents the results of the categorization task carried out by parents and professionals in Albuquerque and parents in Philadelphia, relating the 297 low level statements to the 12 global outcome goals.

To determine a statistically significant categorization of an item into an outcome goal, the statement was assumed to have a "proper" categorization, either in a single category or in a small set of related categories. By relating this assumption to a binomial distribution, the "significant" percentage of respondents allocating a statement to a single outcome or a small set of outcomes was determined for the 0.01 significance level. This percentage was found to be approximately 68%. A 35% criterion is also reported on (0.05 level).

Tabulations of the data are given in Appendix 1.

The essential nature of the results is summaried by category.

General Academic Knowledge

Of the 297 statements, 94 were placed in the General Academic Knowledge Category. Albuquerque parents and professionals, and Philadelphia parents categorized thirteen statements identically, nearly all of which were concerned with verbal skills -- "students should be taught to read", "students should be taught to express themselves orally in English" and the like. Curously, mathematical skills were not included at this (68% agreement) level, but were included at a lower cutoff level (alpha = 0.05, or 35% or more of respondents allocating the statement to a single outcome). When we turn to the allocation of the mediate

goals to the outcomp categories, we do not find this situation; presumably the wording of the mathematically related low-level statements lead people to distribute them widely over the categories, thus "diluting" the percentage in the Academic category.

Parents in both cities added process statements about teacher characteristics and learning the importance of education and one revealing statement was included by Philadelphia parents alone -- "There should be better supervision and security on the school grounds". While, at face value, this does not seem to have anything to do with academic knowledge, it probably tells us that Philadelphia parents rule out the possibility of acquiring academic knowledge without student security. We do know in fact, that the level of violence among young people in the schools of central Philadelphia is very high and that this was a major concern among parents there.

Another interesting item that parents, in both cities, placed in the Academic Knowledge category, but which was not so placed by professionals, was "Students should be given more homework". To parents, homework contributes to acquiring academic knowledge, to professionals it did not appear to be thought of as contributing to any outcome category.

Statements that professicnals allocated to the Academic Knowledge category that parents did not, included "a greater variety of foreign languages should be taught" "more challenging course work should be provided for extremely bright students" and "there should be specially trained teachers for students with emotional problems".

Generally, it is clear that "academic knowledge" meant what one would reasonably expect -- the basics of verbal and mathematical skills, with more emphasis on teacher characteristics by parents and more emphasis on foreign languages by professionals.

Personnel and Social Adjustment and Maturity

All three groups agreed (at the highest level of attribution, i.e., the 68% cutoff) that the statements belonging to this category were: "Students should learn confidence in themselves", "the emotional needs of students should be met...", "students should be taught to get along with others", "students should be taught to work together...", and "students should learn to understand themselves". At a lower level of agreement, other statements were added, including those relating to good manners, joy of doing a job well, appreciating the rights of others and respecting teachers. These four statements were also allocated by some respondents to the Moral Responsibility category. A similar linkage was found in the allocation of the mediate goals.

Since respondents could not allocate a statement to more than one outcome category, they had to decide which category they thought most appropriate; obviously there must be a degree of random choice with a statement such as that concerning appreciation of the rights of others, which could easily belong to both personnel/social maturity and morality outcomes. On the other hand, the "respecting teachers" statement is more likely to be allocated to one or other category on the basis of how one interprets maturity and morality: Thus, two forces were probably at work in this allocation process, one random, the other a function of social attitudes.

The Moral Responsibility category, discussed later, was in any case the least well defined by allocation patterns. It is not really surprising that this is the case. Morality is a concept which has tried the minds of the best thinkers for a long time in human history and one can scarcely expect a simple resolution from the parents and professionals who contributed to this study. We found that the categories of Moral Responsibility, Conformith and Maturity (itself a somewhat ambiguous concept) certain items, the former two, for instance, sharing items referring to discipline and punishment and all three sharing "good manners".

Providing Knowledge of the Need to Conform

Most of the statements allocated to this category were at the 35% cutoff, and were therefore allocated to one or more other categories. They are typefied by such statements as "Teachers should have the authority to discipline students" (which parents allocated to the Moral Responsibility category as well). There were no true educational goal statements allocated to this category, unless one counts the teaching of good manners. It is essentially a process category, involving classroom discipline.

Informed Citizenship

A predictable allocation was made by all groups. The statements allocated concerned the understanding of the process of government, functioning as a responsible citizen and learning the history of ones state. Professionals added the statement "students should be given a voice in determining problems which directly concern them". This is an indication of the more "liberal" thought processes of the professionals encountered in the study, which will be noted at other points in this document.

College Preparation

There were no surprises in the allocation of statements to this category either. The items allocated concerned adequate preparation, provision of information about colleges and universities, scholarships, and provision of more challenging work for extremely bright students.

Moral Responsibility

Parents and professionals allocated "Students should be taught good manners", "Students should be taught to be responsible" and "Students should be taught to appreciate the rights of others" to this outcome category. Parents, in both cities, added five statement directly referring to discipline in the school, typefied by "The seriousness of the method of discipline should match the seriousness of the wrongdoing". Professionals included these statements in the Learning to Conform category, not to the Moral Responsibility category; evidently parents believe that discipline in the classroom will lead to the moral development of their children, an expectation not shared by professionals. However, in interpreting this apparent fact, it must be appreciated that parents' view of moral responsibility may be different from the professionals, a likelihood increased by the linkage between moral and conformist goals indicated by parents' allocation of statements to both categories. In other words, parents seem to have more of a traditional "spoil the rod and spoil the child" attitude than professionals.

Vocational Specific Training

The statements allocated to this category by all groups were, predictably, about vocational courses. There were no surprise ommissions or additions.

Knowledge Specific to Adult Family Responsibility

Items allocated here were pretty much what had been expected -- "Students should learn about sex roles and sex expression" and "Students should take courses in preparation for marriage and family life" being two of the typical statements.

Care and Well Being of Ones Body

"Students should be taught a physical fitness program which would benefit them throughout their life" typefies the items allocated to this category. This category is, however, also associated with drug abuse; the statement "There should be drug prevention programs for students" was allocated almost uniquely to this group.

Knowledge Specific to Adult Consumer Role

The most clear-cut allocation was that of the statement "Students should be taught to make careful comparisons when they shop for anything". Again, a highly predictable result.

Aesthetic, Humanistic and Cultural Appreciation

The statements allocated to this category by parents and professionals are typefied by the following:

- Classes in religion should be available to those who want them
- Students should be taught to enjoy music
- Students should study such areas as arts and crafts, drama and art.

The category would therefore seem to be somewhat narrowly interpreted, but this may be a reflection of the statements available for allocation.

Services and Facilities for the Parents and Other Members of the Community

This is not, strictly, a goal of education, but it can be a goal of the educational institutions. As such, it was of interest to learn what respondents thought the category consisted of (and later, what priority they ascribed to it).

In the event it is clear that respondents did not know quite how to handle the task of allocating the low level statements to this category, since it turned out to be a hodgepodge of community activities and communication between parents and professionals. This outcome goal does not, therefore, seem to be sufficiently well defined for confidence to be placed in subsequent priority measures relating to it.

Summary of Findings of Categorization of 297 Statements

Taking the allocation patterns, as a whole, it would seem that the global outcome goals were meaningful to parents and professionals and were interpreted in the predicted and intended manner. The priority ranking of the outcome goals, addressed in the "Priority" section, can therefore be interpreted more or less straightforwardly. However, we have seen that Moral Reaponsibility does not mean quite the same thing to parents and professionals and that there may be differences in interpretation among parents (and professionals) with respect to maturity and morality. Where the Moral Responsibility, Personal and Social Maturity and Understanding the Need to Conform outcome goals are concerned it behooves us to be cautious. We believe that the ratings (on "Concern") of the forty eight mediate goals present a more valid picture of parental goal priority than the ranking of the global outcomes, but the latter will not mislead if the cautions are borne in mind.

Albuquerque Parents; 48 Mediate Goals

The categorization task relating the 48 mediate goals to the 12 global outcome goals was restricted to Albuquerque parents.

The data are presented as the percentage of parents who allocated the mediate goal to a given global outcome category. Data are chosen for all allocations significant at the 0.05 level. The most salient allocations, i.e., those which represented the choice of 50% or more of parents and where the mediate goal in question was not allocated to another category by more than about 25%, are indicated by the percentage allocation, in parenthesis. Results are presented in two separate tables, for true educational goals and process goals. (Tables 1 and 2, respectively).

Given that the 12 global outcome goals were more or less meaningful aggregations of parents' more specific statements and could be regarded as "valid", the first objective of the present analysis was to validate the 48 mediate goals by examining the correspondence between the mediate and outcome goals.

Some relationships are not as strong as one would have hoped, notably those concerning the global outcomes of Moral Responsibility, General Academic

Knowledge, Personal and Social Adjustment and Maturity and the Need to Conform. One reason for this is that respondents had to place the mediate goal in one category only; hence if a statement seemed to fit two or more global outcome categories (e.g., "students should develop good character...") no strong association is found. In the example given, the goal belongs primarily to providing knowledge of moral responsibility, but providing for personal and social adjustment also secured some "votes." It will also be observed that where a mediate goal contains a word which is also found in the global goal category there is much higher percentage allocation of that goal to the global category than when no verbal match of this kind could be found. Hence the mediate goals relating to the process of education, which were not so readily matched by verbal cues as the educational goals per se, are often distributed over quite a wide array of outcome categories. (It is also true, of course, that they can properly be perceived as supporting a variety of separate outcome goals and, again, with only one opportunity for allocation per respondent, the percentage placed in any one category can become quite small.)

Most of the data presented in Tables 1 and 2 are self-explanatory, and in line with the results of the 297 statement allocation, but a few comments may be in order. For one, it is noteworthy that the general theme of higher standards for teachers and administrators is strongly associated with the outcome goal of general academic knowledge -- far more strongly than with any other. As will become evident, this relationship is translateable into one simple concept -- when they graduate from high school, students should know the basics and to achieve this the parents want more highly trained and more carefully evaluated teachers and administrators.

Another point to note is that discipline standards are not strongly associated with any one outcome goal, but in so far as the mediate goal of "discipline standards being set up and strictly enforced" is significantly associated with any outcomes, it is associated with knowledge of moral responsibility and the need to conform. Thus, the results seem to confirm the finding reported earlier, that discipline is not seen as a classroom technique to aid learning the basics (or it would be reflected in the allocation of the discipline standard to the academic knowledge category); rather, it is seen as a source of morality or social conformity. This is not, of course, to say that parents want one but not the other -- a later section on goal structure shows this is not the case -- but what is being said is

Table 1

Albuquerque Parents' Allocation of EDUCATIONAL Mediate Goals to Each Global Outcome Goal

All relationships significant at 0.05 level; salient allocations - 50% or more - are indicated by percentage).

(N = 116 parents)

Global Outcome Goal	Educational Mediate Goal
Providing General Academic Knowledge	When they graduate, students should have the basic skills of reading, writing, spelling speaking and listening. (62.9%)
	Students should have a basic education in courses such as science, history, government, geography and a foreign language. (61.2%)
	Students should have basic skills in practical arithmetic. (55.2%)
	Students should understand the need for education, have a desire to learn and know how to think and reason.

Global Outcome Goal	Educational Mediate Goal
Providing for Personal and Social Adjustment and Maturity	Students should learn to take pride in their work.(59.5%)
	Students should develop a feeling of self-worth and self understanding. (54.3%)
	Students should develop talents, interests, and hobbies for the leisure time activities of their adult life.
	Students should learn to get along with and work with others.
	Students should learn to obey the rules and regulations of society.
	Students should understand the need for Education, have a desire to learn and know how to think and reason.
	Students should learn the value of each and every job.

Global Outcome Goal	Educational Mediate Goal
Providing for Personal and Social Adjustment and Maturity (cont'd).	Students should learn about and develop an ability to adjust to the changing world and its problems.
Providing Knowledge of the Need to Conform	Students should learn to obey the rules and regulations of society.
	Students should learn to get along with and work with others.
	Students should learn about and develop an ability to adjust to the changing world and its problems.
Providing Knowledge Specific to Informed Citizenship	Students should acquire the knowledge which will enable them to be good, responsible and informed citizens. (71.6%)
	Students should learn to obey the rules and regulations of society.

Global Outcome Goal	Educational Mediate Goal
Providing Knowledge Specific to Informed (cont'd).	Students should understand the need for education, have a desire to learn and know how to think and reason.
	Students should learn about and develop an ability to adjust to the changing world and its problems.
Providing Knowledge Specific to College Preparation	Students should understand the need for education, have a desire to learn and know how to think and reason.
Providing Knowledge of Moral Responsibility	Students should develop good character -- a sense of moral, ethical and religious values and goals. (64.6%)
	Students should learn to get along with and work with others.

Global Outcome Goal	Educational Mediate Goal
Providing Knowledge of Moral Responsibility (cont'd).	Students should learn to value each and every job.
Providing Vocational Specific Training	(see allocation of "Process" Goals).
Providing Knowledge Specific to Adult Family Responsibility	Students should have a basic knowledge of the human relationships of adult life -- being a spouse, a parent, or a single adult. (66.9%)
Providing Knowledge About the Care and Well Being of One's Body	Students should understand to the importance of physical fitness in adult life. (97.6%)
Providing Knowledge Specific to Adult Consumer Role	Students should learn to be wise buyers and users of goods and services. (86.2%)
	Students should learn to handle the everyday problems of adult life -- for example, budgets, property, credit, interest, taxes. (59.5%)

Global Outcome Goal	Educational Mediate Goal
Providing Aesthetic, Humanistic and Cultural Appreciation	Students should have an appreciation of the arts, culture and beauty in the world. (91.6%)
	Students should understand and respect people of all cultures. (69.0%)
	Students should develop talents, interests and hobbies for the leisure time activities of their adult life.

Table 2

Albuquerque Parents' Allocation of PROCESS Mediate Goals to Each Global Outcome Goal.

(All relationships significant at 0.05 level)

Global Outcome Goal	Significant Process Mediate Goal
Providing General Academic Knowledge	Classes should be set up so that students can learn effectively -- ample space, the necessary equipment, and fewer students per teacher.
	Higher academic standards should be set up and enforced.
	The continued education and periodic evaluation of teachers and administrators should be required.
	Higher standards should be established for the selection of school administrators and teachers.
	Teachers should have personal characteristics that enable them to communicate with their students and teach more effectively.

Global Outcome Goal	Significant Process Mediate Goal
Providing General Academic Knowledge (cont'd).	Students should be kept motivated and interested in school.
	Special programs should be provided for students who have a learning handicap.
Providing for Personal and Social Adjustment and Maturity	Schools should set up specific and regular forms of communication.
	The school environment should be pleasant and attractive.
	Both boys and girls should have an opportunity to participate in any course or activity offered by the school.
	Teachers should have personal characteristics that enable them to communicate with their students.
	Special programs should be provided for students who have a learning handicap.

Global Outcome Goal	Significant Process Mediate Goal
Providing for Personal and Social Adjustments and Maturity (cont'd).	Students should be kept motivated and interested in school.
	All students, regardless of ethnic, cultural and religious groups, should have an equal opportunity to participate in any course or activity offered by the schools.
	Schools should provide for the mental health of their students.
Providing Knowledge of the Need to Conform	Discipline standards for students should be set up and strictly enforced.
Providing Knowledge Specific to Informed Citizenship	Schools should set up specific and regular forms of of communication.
	Parents should be actively involved with teachers and administrators.

Global Outcome Goal	Significant Process Mediate Goal
Providing Knowledge Specific to Informed Citizenship	The entire community (parents, taxpayers as well as school personnel and the school board) should be involved with the school system.
Providing Knowledge Specific to College Preparation	College preparation should be provided so that students may gain skills necessary for successful college work.
Providing Knowledge of Moral Responsibility	Discipline standards for students should be set up and strictly enforced.
	Teachers should have personal characteristics that enable them to communicate with their students' and to teach more effectively.
	Students should be properly motivated and interested in school.

Global Outcome Goal	Significant Process Mediate Goal
Providing Knowledge of Moral Responsibility (Cont'd.)	All students, regardless of ethnic, cultural or religious group, should have an equal opportunity to participate.
	Where there children and concerned, parents should be actively involved with teachers and administrators.
Providing Vocational Specific Training	Vocational Guidance should be provided so that students can learn about their own abilities and interests.
	Students should be helped to get a job or to enroll in a college after finishing school.
	Special programs should be provided for students who have a learning problem.
Providing Knowledge Specific to Adult Family Responsibility	Where children are concerned, parents should be actively involved with teachers and administrators.

Global Outcome Goal	Significant Process Mediate Goal
Providing Knowledge About the Care and Well Being of Ones Body	Complete physical fitness programs should be offered for all students.
	Adequate medical services should be available.
	Schools should provide for the physical health and safety of their students.
	Schools should have adequate athletic facilities.
	Adequate food services should be available.
Providing Knowledge Specific to Adult Consumer Role	No significant process goals.

Global Outcome Goal	Significant Process Mediate Goal
Providing Aesthetic, Humanistic and Cultural Appreciation	The school environment should be pleasant and attractive.

that Albuquerque parents are thinking of the importance of discipline by the school as a socializing influence far transcending its effect upon classroom attentiveness.

Finally, it is interesting to observe that the outcome goal "Providing for Personal and Social Adjustment and Maturity" picked up more mediate goals than any other outcome category. It is seen to include taking pride in one's work, self-worth and understanding, getting along with others, motivation, obeying the rules of society, and mental health. As perceived in Albuquerque, personal and social adjustment and maturity is a somewhat "old fashioned" goal of self-esteem and social conformity. There is, in fact, considerable overlap between "Personal and Social Adjustment", "Knowledge of the Need to Conform" and "Knowledge Specific to Good Citizenship." (See "Goal Structure" section).

Summary of Findings of Categorization of 48 Mediate Goals

As with the categorization of the 297 statements we can generally conclude that intelligible and predicted results were found, so that measuring the priorities and importance attached to the mediate goals is a meaningful and interpretable task.

PRIORITIES

Summary of Priorities Procedures and Objectives.

It was evident from the categorization results that establishing the priorities or relative importance of the global outcome and mediate goals among parents and professionals would be a legitimate process subject to the cautions expressed previously with respect to the global outcome goals. It was accomplished by a rank ordering of the 12 global goals, by a partial rank ordering of the 48 mediate goals (respondents ranked their top ten and bottom ten goals) and by rating on the Goal Discrepancy Inventory. Details will be found in the METHODOLOGY volume.

FINDINGS:

Rank Order; Albuquerque/Philadelphia Parents, Albuquerque Professionals; Outcome and Mediate Goals.

This section presents the rank order priorities for the outcome and mediate level goals. Parents in Albuquerque and Philadelphia and professionals in Albuquerque were asked to place the 12 outcome goals in rank order from most important to least important. A mean rank for each goal was obtained.

Parents and professionals in Albuquerque were also asked to select the 10 most important and the 10 least important of the 48 mediate level goals. Scoring was weighted for

each positive rank (where rank one was scored one and rank ten scored ten) and for each negative rank (where rank one was scored minus one and rank ten was scored minus ten). The scores for each goal were summed and the goal rank for each of the 48 determined. Each goal was ranked either positively or negatively by at least one respondent.

Global Outcome Ranking

Parents in both cities were in close agreement as to the rank position of the 12 goals, ranking academic as first and continuing to agree on the next four goals. (Table 3). For the remaining 7 goals, only one rank position separated Philadelphia from Albuquerque parents. Albuquerque professionals, however, diverged sharply from parental opinion. Their most highly ranked goal, for education to achieve, was "Providing aesthetic, humanistic and cultural appreciation." They ranked "Academic Knowledge" as second and College Preparation as third, while parents ranked it fifth. It is interesting to note that parental ranking of the College Preparatory role of education was consistent with the Elicitation interviews. Parents generally felt that education has to provide for the basic academic needs of children first and that preparation for college is simply an option for students, which should be provided for those who want it. (The rating results, discussed later, are also in line with this finding).

Table 3

Ranking of Global Outcome Goals by Parents in Albuquerque and Philadelphia and Professionals in Albuquerque

Global Outcome Goals:	Parents		Professionals
	Albuquerque (N = 273)	Philadelphia (N = 47)	Albuquerque (N = 14)
Providing General Academic Knowledge	1	1	2
Providing Vocational-Specific Knowledge	2	2	4
Providing for Personal and Social Adjustment and Maturity	3	3	6
Providing Knowledge of Moral Responsibility	4	4	9
Providing Knowledge Specific to College Preparation	5	5	3
Providing Knowledge Specific to Informed Citizenship	6	7	5
Providing Knowledge Specific to Adult Family Responsibility	7	6	7
Providing for Knowledge of the Care and Well-Being of One's Body	8	9	10
Providing Aesthetic, Humanistic and Cultural Appreciation	9	8	1
Providing Knowledge of the Need to Conform	10	11	10
Providing Knowledge Specific to the Adult Consumer Role	11	10	8
Providing Services and Facilities for the Parents and Other Members of the Community	12	12	12

Professionals ranked Personal and Social Adjustment sixth; parents ranked it third, again indicating the focus of the parents upon meeting the individual needs of the students. Moral responsibility was ranked fourth by parents and ninth by professionals, but as pointed out earlier, this could be due to different interpretations of morality. It is also worth noting that the apparent resolution of the conflict between the roles of home and church on the one hand and school on the other respecting the teaching of moral values (which was very evident at the Elicitation stage) may not be what it seems. The Categorization results suggest that parents are treating Moral Responsibility as synonomous with discipline, rather than as a philosophy. There may be considerable difference of opinion as to who should instill what set of ethical values, among those who agree that schools should teach strict obedience to orders.

Tables 4, a, b, c and d compare the ranking of the twelve global outcome goals among different demographic groups of parents in Albuquerque. (The Philadelphia sample is too small for such analyses).

There is surprisingly little difference bewteen the sex, ethnic, age and educational groupings. Such as there is can be summarized as follows:

Sex. College preparation and conforming are more important to females than to males; the care and well being of one's body is more important to males than to females.

Ethnic Origin. Informed citizenship and aesthetic, cultured and humanistic appreciation are more important to "Anglo's" than to Mexican Americans; conversely, adult family responsibility, care of one's body and conforming are more important to Mexican Americans than to Anglo's.

Age. No differences greater than one rank order were found.

Education. Informed citizenship and conforming are more important to the better educated than to the less well educated; the care and well being of one's body is more important among the less well educated than among the better educated.

The first four goals are the same for all groups -- academic knowledge, vocational knowledge, personal and social adjustment and knowledge of moral responsibility. The largest of the differences described above are four rank order positions, but typically they are only two or three positions.

Table 4

Ranking of Global Outcome Goals by Parents in Albuquerque

A) Analyzed by Sex

Global Outcome Goals	Male (N=44)	Female (N=229)
Providing General Academic Knowledge	1	1
Providing Vocational-Specific Knowledge	2	2
Providing for Personal and Social Adjustment and Maturity	3	3
Providing Knowledge of Moral Responsibility	4	4
Providing Knowledge Specific to College Preparation	8	5
Providing Knowledge Specific to Informed Citizenship	5	6
Providing Knowledge Specific to Adult Family Responsibility	7	7
Providing for Knowledge of the Care and Well-Being of One's Body	6	10
Providing Aesthetic, Humanistic and Cultural Appreciation	10	9
Providing Knowledge of the Need to Conform	11	8
Providing Knowledge Specific to the Adult Consumer Role	9	11
Providing Services and Facilities for the Parents and Other Members of the Community	12	12

Table 4

Ranking of Global Outcome Goals by Parents in Albuquerque

B) Analyzed by Ethnic Origin

Global Outcome Goals	White (N = 164)	Mexican American (N = 87)	Others (N = 22)
Providing General Academic Knowledge	1	1	1
Providing Vocational-Specific Knowledge	2	2	2
Providing for Personal and Social Adjustment and Maturity	3	3	5
Providing Knowledge of Moral Responsibility	4	4	4
Providing Knowledge Specific to College Preparation	5	5	7
Providing Knowledge Specific to Informed Citizenship	6	9	7
Providing Knowledge Specific to Adult Family Responsibility	8	6	10.5
Providing for Knowledge of the Care and Well-Being of One's Body	9	7	10.5
Providing Aesthetic, Humanistic and Cultural Appreciation	7	11	7
Providing Knowledge of the Need to Conform	10	8	9
Providing Knowledge Specific to the Adult Consumer Role	11	10	3
Providing Services and Facilities for the Parents and Other Members of the Community	12	12	12

Table 4

Ranking of Global Outcome Goals by Parents in Albuquerque

C) Analyzed by Age

Global Outcome Goals	25-34 (N = 8)	36-44 (N = 175)	45 + (N = 90)
Providing General Academic Knowledge	1	1	1
Providing Vocational-Specific Knowledge	2	2	2
Providing for Personal and Social Adjustment and Maturity	4	3	3
Providing Knowledge of Moral Responsibility	8.5	4	5
Providing Knowledge Specific to College Preparation	6.5	5	4
Providing Knowledge Specific to Informed Citizenship	10	6	6
Providing Knowledge Specific to Aduilt Family Responsibility	11	7	7
Providing for Knowledge of the Care and Well-Being of One's Body	5	8	8
Providing Aesthetic, Humanistic and Cultural Appreciation	3	9	9
Providing Knowledge of the Need to Conform	8.5	10	10
Providing Knowledge Specific to the Adult Consumer Role	6.5	11	11
Providing Services and Facilities for the Parents and Other Members of the Community	12	12	12

Table 4

Ranking of Global Outcome Goals
by Parents in Albuquerque

D) Analyzed by Years of Education

Global Outcome Goals	0-12 years (N = 177)	13-18 years N = 96)
Providing General Academic Knowledge	1	1
Providing Vocational-Specific Knowledge	2	2
Providing for Personal and Social Adjustment and Maturity	3	3
Providing Knowledge of Moral Responsibility	4	4
Providing Knowledge Specific to College Preparation	5	5
Providing Knowledge Specific to Informed Citizenship	8	6
Providing Knowledge Specific to Aduilt Family Responsibility	7	7
Providing for Knowledge of the Care and Well-Being of One's Body	6	10
Providing Aesthetic, Humanistic and Cultural Appreciation	9	9
Providing Knowledge of the Need to Conform	10	8
Providing Knowledge Specific to the Adult Consumer Role	11	11
Providing Services and Facilities for the Parents and Other Members of the Community	12	12

Mediate Goal "Pseudo-ranking"

Tables 5 through 8 present the ten most and ten least important of the 48 mediate goals for parents. The Professionals' rank for each is also presented.

Of the 48, the 10 most important among parents were those concerning academic skills, discipline, college preparation, personal development, and citizenship.

An interesting discrepancy between the ranking of global and mediate goals arose where the global outcome goal "Vocational - specific knowledge" was ranked second and the apparently corresponding mediate goal "Gaining Skills for Employment Immediately after Education" was ranked 17th by the parents; it seems likely that parents interpreted the mediate goal as a restriction on students choice ("employment immediately after education" (meaning high school education) compared with the option of going on to college "Vocational - specific knowledge" does not necessarily imply immediate post-high school use of that knowledge.

Four wide discrepancies emerge between the top ten mediate goals of parents compared with professionals. The first is in the area of discipline, which parents clearly rank as an important mediate goal; professionals however rank it 38th in importance for the school system to accomplish.

(Tables 5a and b). Second, professionals ranked appreciation of arts, culture and beauty as eighth, while parents ranked it 35th (Table 5 a and b). Third, parents obviously felt more emphasis should be placed upon keeping students motivated and interested -- they ranked it 7.5; professionals ranked it 24.5 (Table 5 a and b). College preparation was ranked as an important mediate goal by parents (7.5), professionals ranked it 27.5 (Table 5 a and b).

The ten least important goals deal primarily with process goals -- the operation of the school -- and with sports, leisure time, the consumer role, and community service. (Table 6). Not too much discrepancy arose between parents and professionals among the least important goals, with the exception of the "leisure time" goal ranked last in importance by parents; it was ranked 29 by professionals and is obviously viewed as a goal of mid-range importance by them.

Table 5

A) Comparison of Scoring of "Top 10" Goals by Albuquerque Parents Against Scoring of Same Goals by Professionals (Among 48 Mediate Goals)

Parents		Professionals
1.	When they graduate, students should have the basic skills of reading, writing, spelling, speaking and listening.	2
2.	Students should understand the need for education, have a desire to learn, and know how to think and reason.	7
3.	Students should have basic skills in practical arithmetic.	3
4.	Discipline standards for students should be set up and strictly enforced.	38
5.	The continued education and a periodic evaluation of teachers and administrators should be required.	22.5
6.	Students should have a basic education in courses such as science, history, government, geography, and foreign language.	4
7.5	Students should be kept motivated and interested in school.	24.5
7.5	College preparation should be provided so that students may gain skills necessary for successful college work.	27.5
9.	Students should develop a feeling of self-worth and self-understanding.	1
10.	Students should acquire the knowledge which will enable them to be good, responsible, and informed citizens.	9

Table 5

B) Comparison of Scoring of "Top 10" Goals by Albuquerque Professionals, Against Scoring of Same Goals by Parents (Among 48 Mediate Goals)

Professionals		Parents
1	Students should develop a feeling of self-worth and self-understanding.	30
2	When they graduate, students should have one basic skills of reading, writing, spelling, speaking, and listening.	1
3	Students should have basic skills in practical arithmetic.	3
4	Students should have a basic education in courses such as science, history, government, geography, and foreign language.	6
5	Teachers should have personal characteristics that enable them to communicate with their students and to reach them more effectively.	12
6	Students should learn about and develop an ability to adjust to the changing world and its problems.	25
7	Students should understand the need for education, have a desire to learn, and know how to think and reason.	2
8	Students should have an appreciation of the arts, cultures, and beauty in the world.	35
9	Students should acquire the knowledge which will enable them to be good, responsible, and informed citizens.	10
10	Special programs should be provided for students who have a learning handicap either physical or emotional.	18.5

Table 6

Comparison of Scoring of "Bottom 10" Goals by Albuquerque Parents, Against Scoring of Same Goals by Professionals (Among 48 Mediate Goals)

Parents		Professionals
34	Students should learn to be wise buyers and users of goods and services.	30
40	Schools should have adequate athletic facilities.	43
41	Complete physical fitness programs should be offered for all students.	31
42	Adequate food services should be available.	46
43	Adequate medical services should be provided.	41
44	Services for the adults in the community--such as classes, consumer education, training in family life, sports activities, and specific help in such areas as coping with drugs--should be provided.	39
45	Competitive sports programs should be offered.	47
47	School facilities--buildings, library, sports facilities--should be open to the community.	42
47	The school year should be extended to a twelve-month program with staggered vacations for teachers and students.	44.5
47	Students should develop talents, interests, and hobbies for the leisure time activities of their adult life.	29

Goal Discrepancy Inventory Rating; Albuquerque and Philadelphia Parents and Professionals; 48 Mediate Goals

Rating of both the 297 specific statements and the 48 mediate goal statements was accomplished by an instrument developed during the study, the Goal Discrepancy Inventory or GDI. (This instrument is described in Volume II). It combines an "awareness" measure, a "resource allocation" measured and a "concern" measure. The latter two measures yield similar results with respect to the relative importance respondents attach to the items and it really matters very little which is used for the analysis. To avoid redundancy we have restricted the subsequent discussion respecting perceived importance of goals to the "concern" scale. A typical question was: "How concerned are you that students should have basic skills in practical arithmetic", the response categories being: a little; somewhat; extremely; don't want it; don't care. The percentage endorsing the "extremely" category has been singled out as an index of concern.

This statistic is compared with the percentage which think the school system is attempting to achieve the stated goal. (Derived from the awareness scale). Such comparison yields an indication of perceived shortcomings in the system.

Although such analyses are available for the 297 specific statements derived as a "data base" from the Elicitation interviews, we consider that the most revealing and readily

comprehensible analysis is that of the 48 mediate goals, which have been demonstrated to represent a "natural" level of aggregation of the 297 statements. We therefore concentrate on this and, to further aid in the interpretation of the data, the goals are grouped in accordance with their outcomes. True educational goals are grouped with respect to the previously described global outcomes and facilitating goals are grouped with respect to their subject matter. The sections following this present discussion compare the results from parents with the results obtained from professional educators; the differences in some cases are rather striking, illustrating the relative "traditionalism" of parents in Albuquerque, a situation which is repeated in Philadelphia (see pp).

We have not reported differences between ethnic or other demographic groups with respect to the ratings of goals, since they do not indicate any significant patterns of difference in either the statistical or policy senses. (The rank order data reported earlier did show some minor variations, but these, too, it will be recalled did not provide any evidence of important demographic differences regarding educational goals).

Another point to note, is that every mediate goal to which parents were asked to respond in the goal Discrepancy Inventory is not tabulated. We have taken the items most representative of a global outcome goal as indicated by categorization. It is believed that a more readily comprehensible picture of parents' (and, subsequently, educators') goal priorities will emerge by this reduction

of the data. (Another approach to educational goal priorities will be found in the "Goal Structure" section; the conclusions are not-dissimilar from those drawn in the immediately ensuing pages, but each is supportive of the other in the study of the educational goals of Albuquerque parents and a fuller insight will be gained after the Goal Structure section has been read).

The ensuing text is organized as follows: Albuquerque parents, Albuquerque professionals, and a comparison thereof; Philadelphia parents, compared with Albuquerque parents; Philadelphia professionals compared with Philadelphia parents and Albuquerque professionals.

Albuquerque Parents

Goals of Education

Turning now to the tabulated material, it will be seen (Table 7) that eight out of ten parents are "extremely concerned" that the "basics" of reading, writing and arithmetic should be learned by their children. (Only six out of ten are equally concerned about college preparation, no doubt paralleling their expectations for their childrens' future).

There is a marked discrepancy between the proportion of parents wanting their children to master the basics of reading and writing, etc., and the proportion believing

that this goal is being attempted by the school system (only 65.1%). Such a discrepancy can be interpreted as a measure of dissatisfaction with that system, though whether this is justified is, of course, another matter. (As will be seen later, educators attach as much importance to this aspect of education as the parents, but are of the belief that it is being attempted (76.6%).

It is interesting to note that the wider type of education with basic courses in science, geography, history and a language is of far less concern to parents and yet it is believed to be attempted by schools by about 75%.

With respect to college preparation, (see Table 8) the levels of concern and belief that it is being attempted are about equal, six out of ten parents believing that schools do attempt this.

Vocational training for immediate post - high school employment -- the third traditional educational category -- is not so great a concern among Albuquerque parents as "the basics", although 58.4% were extremely concerned that this should be achieved. However, a higher proportion - 66.6% - believed that the provision of vocational training was being attempted by the school system.

Note, as was pointed out when discussing the rankings, that the goal as worded implies a somewhat different concept than the provision of vocation-directed knowledge because of the inclusion of "immediate employment" in the wording. It is probable, in view of the ranking results, that an item about vocational education that did not suggest an automatic "ruling out" of college would have been endorsed by a higher percentage of parents.

Given the items as worded, the most important mediate goal, next to "the basics", appears to be that "students should understand the need for education, have a desire to learn and know how to think and reason." Eight out of ten parents were very concerned that this goal should be achieved - but only 58.6% thought it was being attempted by the schools. Thus, this goal almost ties with "the basics" as a prime concern but the somewhat "catch all" nature of the statement makes it important to understand what the goal meant to the respondents. The Categorization Section discussed the allocation of this statement to the categories, pointing out that it was widely distributed. It would seem that this goal reflects concern with the traditional role of academic education, i.e., developing all round representatives of the predominant culture, but not persons who are rebellious or "different." We have put it under the global goal heading of "Providing General Academic Knowledge" although it was as frequently allocated to the personal and social adjustment category and is also associated with informed citizenship.

to be wise buyers or users of goods and services. In the latter case about the same proportion think the schools attempt to instill such knowledge, but in the former case, only one in three think the school is attempting it.

Table 7

Educational Goals

Percentage of Parents Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The Goal was being attempted by the School System.

City: Albuquerque

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing General Academic Knowledge	When they graduate, students should have the basic skills of reading, writing, spelling, speaking and listening.	n = 124 85.5%	n = 126 65.1%
	Students should have a basic education in courses such as science, history, government, geography and a foreign language.	n = 124 58.9%	n = 127 74.8%
	Students should have basic skills in practical arithmetic	n = 125 79.2%	n = 126 74.4%
	Students should understand the need for education, have a drive to learn and know how to think and reason.	n = 126 80.2%	n = 128 58.6%
Providing for Personal and Social Adjustment and Maturity	Students should learn to take pride in their work.	n = 124 70.2%	n = 127 46.5%
	Students should develop a feeling of self-worth and self-understanding.	n = 123 65.9%	n = 126 37.3%
	Students should learn to get along with and work with others.	n = 128 63.3%	n = 129 64.6%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing knowledge of the need to conform	Students should learn to obey the rules and regulations of society.	n = 125 76.0%	n = 125 58.4%
	Students should learn about and develop ability to adjust to the changing world and its problems.	n = 125 52.0%	n = 127 47.2%
Providing Knowledge specific to informed citizenship	Students should acquire the knowledge which will enable them to be good, responsible and informed citizens	n = 125 66.4%	n = 126 63.5%
Providing knowledge specific to college preparation	(See "Process" Table)		
Providing knowledge of moral responsibility	Students should develop good character -- a sense of moral, ethical and religious values and goals.	n = 125 61.6%	n = 127 33.1%
Providing vocational specific training	Vocational training should be provided so that students may gain skills for employment immediately after graduation.	n = 125 58.4%	n = 126 66.6%
Providing knowledge Specific To adult family responsibility.	Students should have a basic knowledge of the human relationships of adult life.	n = 124 44.8%	n = 128 63.0%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing knowledge about the care and well being of ones body.	Students should understand the importance of physical fitness in adult life.	n = 125 37.6%	n = 126 62.7%
Providing knowledge specific to adult consumer role	Students should learn to be wise buyers and users of goods and services.	n = 125 40.3%	n = 125 41.4%
	Students should learn to handle the everyday problems of adult life for example, budgets, property, credit, etc.	n = 125 47.2%	n = 128 32.8%
Providing aesthetic humanistic and cultural appreciation.	Students should have an appreciation of the arts culture and beauty of the world.	n = 125 32.8%	n = 128 55.5%
	Students should understand and respect people of all cultures.	n = 124 49.2%	n = 127 58.3%

Less than four in ten are (extremely) concerned about the teaching of the importance of physical fitness in adult life, but about two in three think the schools are attempting to teach it. As for the arts and humanities, only three in ten are extremely concerned about it, although over half think the school system is attempting to create an appreciation of these areas.

From the foregoing, it is clear where the priorities lie -- basic academic knowledge first, with an opportunity for college or vocation training depending upon aptitude and family background, then social adjustment and character. After that, the goals become considerably less urgent on average, although hardly any parents were opposed to the other goals. The discussion of the factor analysis in the Goal Structure Section will go further in examining the extent to which some parents do want schools to address all the global goals, from the basics to the arts and humanities.

Albuquerque Parents; Process Goals

To achieve the educational goals, various process goals have to be achieved - those concerned with the teachers, the physical plant and so forth. In the following tables,

they are organized according to the global outcome goals they were perceived as supporting in the Categorization task. Table 8 records mediate goals related to educational global outcomes. Table 9 deals with community services and Table 10 with what we have chosen to regard as the "custodial function."

As for educational mediate goals, we have tabulated the percentages of parents who said they were extremely concerned that the suggestion should become a reality and who thought that it was being attempted now.

Some eight in ten parents expressed extreme concern that teachers and administrators should be periodically re-educated and evaluated and that higher standards for selection should be imposed. Only three in ten thought that the schools were currently attempting this. Almost the same discrepancy is found with a related goal -- personal characteristics of teachers that enable them to communicate with students. There is evidence of real concern here, related, as Categorization showed, to general academic knowledge, itself a subject of highest concern to parents. (66.4% were "extremely concerned" that higher academic standards should be set up and enforced, but only 40% thought schools were attempting this).

Related to learningmoral responsibility and conforming, is student discipline. About three-quarters of the parents were extremely concerned about student discipline, although slightly under half thought the schools were attempting to set up and enforce disciplinary standards.

Table 8

Process Goals

Percentages of Parents Stating That:

1) They were "Extremely Concerned" that certain goals should be attained.

2) The goal was being attempted by the school system.

City: Albuquerque

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing general academic knowledge	The continued education and periodic evaluation of teachers and administrators should be required.	n = 122 77.0%	n = 125 38.9%
	Higher standards should be established and enforced for the selection of school administrators and teachers	n = 124 76.6%	n = 127 30.7%
	Teachers should have personal characteristics that enable them to communicate with their students.	n = 125 65.6%	n = 128 32.0%
	Higher academic standards should be set up and enforced.	n = 122 66.4%	n = 122 40.0%
	Special programs should be provided for students who have a learning handicap -- either physical or emotional.	n = 125 55.2%	n = 127 68.5%
	Classes should be set up so that students can learn effectively -- ample space, the necessary equipment and flower students per teacher.	n = 125 72.0%	n = 128 43.0%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
	Students should be kept motivated and interested.	n = 125 79.2%	n = 126 46.8%
Providing for personal and social adjustment and maturity	Schools should set up specific and regular forms of communication.	n = 124 40.3%	n = 128 39.8%
	The school environment should be pleasant and attractive.	n = 123 30.4%	n = 127 73.4%
	Both boys and girls should have an opportunity to participate in any course or activity offered by the school.	n = 124 48.4%	n = 127 69.3%
	All students, regardless of ethnic, culture or religious group, should have an equal opportunity to participate in any course or activity offered by the school.	n = 125 55.2%	n = 127 68.5%
	Schools should provide for the mental health of their students.	n = 123 44.7%	n = 120 26.7%
Providing knowledge of the need to conform	Discipline standards for students should be set up and strictly enforced.	n = 123 74.8%	n = 127 48.8%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing knowledge specific to informed citizenship	Where there children are concerned, parents should be actively involved with teachers and administrator.	n = 125 48.0%	n = 126 53.5%
	The entire community, (parents, taxpayers as well as school personnel and the school board) should be involved with the school system.	n = 125 41.6%	n = 126 42.9%
Providing knowledge specific to college preparation	College preparation should be provided so that students may gain skills necessary for successful college work.	n = 126 64.5%	n = 124 66.6%
Providing knowledge moral responsibility	(All items allocated to this category already shown earlier in table).		
Providing vocational specific training	Vocational guidance should be provided so that students can learn about their own abilities and interests.	n = 124 58.1%	n = 127 59.8%
	Students should be helped to get a job or to enroll in a college after finishing school.	n = 124 45.2%	n = 127 68.5%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing knowledge specific to adult family responsibility	(Item allocated to this category already shown		
Providing knowledge about the care and well being of ones body	Complete physical fitness programs should be offered for all students.	n = 125 29.6%	n = 126 56.0%
	Adequate medical services should be available.	n = 125 30.4%	n = 126 42.9%
	Schools should provide for the physical health and safety of their students.	n = 124 53.2%	n = 127 70.9%
	Schools should have adequate athletic facilities.	n = 123 30.0%	n = 127 79.5%
	Adequate food services should be available.	n = 125 38.4%	n = 127 78.7%
Providing knowledge specific to adult consumer role	(No sigificant process goals)		
Providing aesthetic humanistic and cultural appreciation	(The item allocated to this category has been shown earlier in table).		

Table 9

Custodial Function

Percentages of Parents Stating That:

1) They were "Extremely Concerned" that certain goals should be attained.

2) The goal was being attempted by the school system.

City: Albuquerque

Outcome	Mediate Goal	Extremely Concerned	Being Attempted by School System
Custodial Function	Students should be required to go to school all day, Monday thru Friday.	n = 124 54.8%	n = 125 54.2%
	The school year should be extended to a twelve month program with staggered vacations for teachers and students.	n = 124 25.8%	n = 127 8.7%

Tsble 10

Community Services

Percentages of Parents Stating That:

1) They were "Extremely Concerned" that certain goals should be attained.

2) The goal was being attempted by the school system.

Outcome	Mediate Goal	Extremely Concerned	Being Attempted by School System
Community Services	School facilities -- buildings, libraries sports facilities -- should be open to the community.	n = 125 22.4%	n = 125 16.8%
	Services for the adults of the community -- such as classes, consumer education, training in family life, sports activities and specific help in such areas as coping with drugs -- should be provided.	n = 125 32.8%	n = 125 26.4%

Yet another major concern is student motivation and interest, with 79.2% of parents being extremely concerned and only 46.8% believing such motivation was being attempted.

These statistics reflect the same impression conveyed by the transcripts of the elicitation phase; wide concern about academic standards, discipline, student "character" and the competence of professionals to achieve satisfactory levels in these areas.

As Tables 7-9 show, there are no other really burning process issues, unless it be one that concerns student-teacher ratio. A somewhat overly comprehensive mediate goal referring to the way classes should be set up for effective learning includes, as examples, ample space, necessary equipment, and fewer students per teacher. This item -- "classes should be set up so that students can learn effectively" -- was of great concern to 72.0% of Albuquerque parents, and only 43.0% thought the schools were trying to achieve the goal. Given the concern with teaching standards, one cannot but suspect that what parents were reacting to in this multi-faceted statement was the desirability of having fewer students per teacher, rather than the other elements incorporated in the recommendation.

Supporting this interpretation, we note that Categorization and the factor analysis results relate this goal to college preparation, to general academic and to vocational knowledge, that the other "physical environment" goals were spread over several categories and, finally in terms of percentage of concerned respondents, the other physical environment goals are not particularly important. It is of course, possible that the "equipment" element is making a major impact, and there is no way of settling this definitively, but the equipment issue did not emerge in the elicitation interviews, whereas everything concerning teachers did.

Generally speaking, other goals are seen as of particular concern by less than half the sample and/or are seen as being attempted by a greater proportion of parents then are concerned about them. We may note:

- 64.5% being concerned about the college preparation process (and about the same percentage thinking that it is being attempted).
- 53.2% being concerned about the provision of physical health and safety for students. (70.9% believing the schools attempt this).
- 54.8% being concerned that students should go to school all day, Monday through Friday (and about the same percentage) believing the schools are attempting this.
- 44.7% being concerned about provision of mental health services, although only 26.7% believe the school system attempts this.
- 55.2% being concerned about equal opportunities for ethnic and religious groups -- but 68.5% think the schools attempt this.

Albuquerque Professionals, Goals of Education

Tables 11 through 15 present data from Albuquerque teachers and administrators paralleling that obtained from parents. It, too, is organized by outcome goal; and shows the percentage who are extremely concerned, and the percentage who thought the schools are attempting to achieve the goals in question.

There are two important sets of comparisons to be made between the parental ratings and the professionals' ratings. One is the concern that something should be attempted, the other is the belief that it is being attempted. Broadly, the professionals appear less concerned about the socializing objectives -- obeying the rules and regulations of society, getting along with others, taking pride in work -- and about college preparation and vocational training, than the parents. On the other hand, there is little disagreement on the "basics", on thinking and reasoning, on character -- or on the goals of somewhat lesser concern such as human relationships, consumer role and physical fitness. On the other side of the coin, professionals, as a group, are more likely than parents to be concerned about appreciation of the arts, culture and beauty as educational goals.

Notwithstanding these differences in the percentages expressing concern, there is no evidence that parents and educational professionals in Albuquerque are in serious disagreement as to what education is about. With the exception of the arts/culture goal, the rank order of concern (as measured by the percentages expressing such concern) is the same for both groups and the differences in percentages are mostly in the neighborhood of 10%. (Exceptions are "getting along with others" and "take pride in their work", where differences of 20% and 27%, respectively, are found).

Table 11
Educational Goals

Percentage of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the schools.

City: Albuquerque

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing General Academic Knowledge	When they graduate, students should have the basic skills of reading, writing, spelling, and speaking and listening.	n = 130 80.8%	n = 124 76.6%
	Students should have a basic education in courses such as science, history, government, geography and a foreign language.	n = 123 50.4%	n = 127 66.1%
	Students should have basic skills in practical arithmetic.	n = 126 69.0%	n = 128 75.8%
	Students should understand the need for education, have a drive to learn and know how think and reason.	n = 127 73.2%	n = 120 75.8%
Providing for personal and social adjustment and Maturity	Students should develop a feeling of self-worth and self-understanding.	n = 123 57.9%	n = 124 68.5%
	Students should learn to get along with and work with others.	n = 125 56.0%	n = 129 79.1%
	Students should learn to take pride in their work.	n = 128 49.2%	n = 124 63.7%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing knowledge of the need to conform	Students should learn to obey the rules and regulations of society.	n = 124 66.1%	n = 125 64.8%
	Students should learn about and develop an ability to adjust to the changing world and its problems.	n = 125 54.4%	n = 124 62.9%
Providing knowldege specific to informed citizenship	Students should acquire the knowledge which will enable them to be good, responsible and informed citizens.	n = 128 60.2%	n = 125 71.2%
Providing knowledge specific to college preparation	(See "Process Goals")		
Providing knowledge of moral responsibility	Students should develop good character -- a sense of moral, ethical and religious values and goals.	n = 121 58.7%	n = 116 59.5%
Providing vocational specific training	Vocational training should be provided so that students may gain skills for employment immediately after graduation	n = 125 48.0%	n = 126 76.2%
Providing knowledge specific to adult family responsibility	Students should have a basic knowledge of the human relationships of adult life.	n = 126 44.4%	n = 120 65.8%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing knowledge specific to adult consumer role	Students should learn to be wise buyers and users of goods and services.	n = 127 40.2%	n = 120 65.8%
Providing knowledge to adult consumer role	Students should learn to handle the every day problems of adult life--for example budgets, property, credit, etc.	n = 126 43.7%	n = 121 64.5%
Providing knowledge about the care and well being of ones body	Students should understand the importance of physical fitness in adult life.	n = 124 36.3%	n = 124 63.7%
Providing aesthetic humanistic and cultural appreciation	Students should have an appreciation of the arts, culture, and beauty in the world.	n = 125 48.8%	n = 123 65.9%
	Students should understand and respect people of all cultures.	n = 124 59.7%	n = 125 78.6%

So far as the true educational goals are concerned, the most intriguing differences occur with respect to the "differences between the differences" -- the differences (between parents and professionals) in the differences between the percentages who are "extremely concerned" and who believe the item in question is being attempted. The table below (Table 12) summarizes these data and shows that the professionals and the parents exhibit very different patterns of differences. In general, more professionals think the schools are attempting to achieve various educational goals than are concerned about achieving them, whereas the reverse is true of parents, at any rate where the goals they care most about are concerned. In the absence of objective data, one can interpret the findings as indicative either of the public's failure to appreciate what is being done in Albuquerque high schools or of a misguided complacency on the part of the professionals. In either case, there would seem to be a need for some dialogue between the two groups.

Albuquerque Professionals; Process Goals

The process goals have been grouped in exactly the same way as for the analysis of parents' data. (Tables 13-15). It will be seen that the response pattern of educational professionals in Albuquerque is very different from that of parents when responding to items concerning process goals. Most striking are the differences concerning

Tablp 12

A Comparison of Parents' and Professionals' Perceptions of Whether a Goal is Being Attempted, Compared with the Level of Concern that it Should Be

Goal (Abbreviated)	Difference Between "Concerned" and "Being Attempted" %'s	
	Parents	Professionals
Basic Skills (verbal)	20.4%	4.2%
Basic Skills (arithmetic)	4.8%	- 6.8%
Drive to Learn, Know How to Think/Reason	21.6%	- 2.6%
Develop a Feeling of Self-Worth	28.6%	-10.6%
Take Pride in Work	23.7%	-20.8%
Obey Rules of Society	17.6%	1.3%
Be Good Citizens	2.9%	-11.0%
College Preparation	- 2.1%	-29.6%
Good Character	28.5%	- 0.8%
Vocational Training	- 8.2%	-28.2%
Knowledge of Human Relationships	-18.2%	-21.6%
Wise Consumers	- 1.1%	-25.6%
Physical Fitness	-25.1%	-27.4%
Appreciation of the Arts and Culture	-22.1%	-17.5%

Note: Negative signs (-) signify that the percentage believing something is being attempted is greater than the percentage who are "Extremely Concerned". Conversely, positive differences signify that the percentage believing something is being attempted is less than the percentage "Extremely Concerned".

teacher/administrator quality. Whereas, for example, 77.0% of parents were extremely concerned about the "continued education and periodic evaluation" of teachers and administrators and only 38.9% thought it was now being attempted, a mere 37.3% of professionals themselves were "extremely concerned". 73.6% said it was being attempted now. Somewhat similar reversals apply to the other items that relate the teacher/administrator quality. There is a clear difference in perception here; Albuquerque parents are not happy, it would seem with the personnel of their system, whereas the personnel itself is, on the whole, satisfied, at least with the administrative steps that are taken to ensure quality.

Parents are also more concerned than professionals about academic standards and much more concerned about student discipline. They are, generally, more concerned about programs for the child with a learning handicap, and vocational guidance, especially actual help in finding a job. The "custodial" function is another aspect of the process that appears to be of more concern to parents than to professionals (although it is not an area of major concern to either group). In fact, there is a pervadins sense that -- rightly or wrongly -- professionals tend to be much more satisfied with the processes of the system than the parents. Parents and professionals express more or less equal concern about educational goals, but parents have less confidence that they are being attempted. Similarly, as we now see, parents are very concerned about the processes that lead to the achievement of the goals, and are not particularly confident that they are being attempted, whereas professionals are not so concerned, and feel they are being attempted.

In certain areas, professionals and parents do see eye to eye, namely the physical environment, parent-teacher communication, equal educational opportunity for all, such as community service. Here there are only marginal differences between the two groups and if anything, professionals are more concerned than parents about parent-teacher communication and the goal of "ample space, equipment and few students per

teacher" (which, as described earlier, we suspect is most heavily loaded with the connotation of student/teacher ratio). But the fact remains that in those areas which are either manifestly personnel-oriented or which relate directly to the performance of teachers or administrators, the parents' image and the professionals' self-image are dissonant.

Table 13

Process Goals

Percentage of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the schools.

City: Albuquerque

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing general academic knowledge	The continued education and periodic evaluation of teachers and administrators should be required.	n = 126 37.3%	n = 125 73.6%
	Higher standards should be established and enforced for the selection of school administrators and teachers.	n = 127 48.0%	n = 124 45.2%
	Teachers should have personal characteristics that enable them to communicate with their students.	n = 123 52.0%	n = 121 76.9%
	Higher academic standards should be set up and enforced.	n = 126 54.0%	n = 120 42.5%
	Special programs should be provided for students who have a learning handicap -- either physical or emotional.	n = 125 46.4%	n = 130 38.5%
	Classes should be set up so that students can learn effectively -- ample space, the necessary equipment, and fewer students per teacher.	n = 127 81.1%	n = 122 50.8%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing general academic knowledge (cont'd)	Students should be kept motivated and interested.	n = 125 60.0%	n = 126 77.8%
Providing for personal and social adjustment and maturity	Schools should set up specific and regular forms of communication.	n = 118 47.5%	n = 114 62.2%
	The school environment should be pleasant and attractive.	n = 124 36.3%	n = 122 74.6%
	Both boys and girls should have an opportunity to participate in any course or activity offered by the school.	n = 126 42.1%	n = 124 82.2%
	All students, regardless of ethnic, cultural or religious group, should have an equal opportunity to participate in any course or activity offered by the school.	n = 125 46.6%	n = 130 83.1%
	Schools should provide for the mental health of their students.	n = 127 50.4%	n = 122 61.5%
Providing knowledge of the need to conform	Discipline standards for students should be set up and strictly enforced.	n = 123 53.7%	n = 118 50.0%
Providing knowledge specific to informed citizenship	Where their children are concerned, parents should be actively involved with teachers and administrators.	n = 126 52.4%	n = 124 56.5%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge specific to informed citizenship (cont'd).	The entire community (parents, taxpayers, as well as school personnel and the school board) should be involved with the school system.	n = 122 47.5%	n = 121 59.5%
Providing knowledge specific to college preparation	College preparation should be provided so that students may gain skills necessary for successful college work.	n = 127 52.8%	n = 125 82.4%
Providing knowledge of moral responsibility	(All items allocated to this category already displayed earlier in this table)		
Providing vocational specific training	Vocational guidance should be provided so that students can learn about their own abilities and interests.	n = 125 48.0%	n = 125 77.6%
	Students should be helped to get a job or to enroll in a college, after finishing school.	n = 123 27.6%	n = 124 58.1%
Providing knowledge specific to adult family responsibility	(Item allocated to this category already displayed earlier in this table)		

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge about the care and well being of ones body	Complete physical fitness programs should be offered for all students.	n = 127 40.2%	n = 120 54.2%
	Adequate medical services should be available.	n = 124 27.4%	n = 124 53.2%
	Schools should provide for the physical health and safety of their students.	n = 124 44.0%	n = 127 82.8%
	Schools should have adequate athletic facilities.	n = 123 33.3%	n = 128 83.2%
	Adequate food services should be available.	n = 125 26.4%	n = 128 83.6%
Providing knowledge specific to the adult consumer role	(No significant process goals).		
Providing aesthetic humanistic and cultural appreciation	(The item allocated to this category has already been displayed in this table).		

Table 14

Custodial Function

Percentage of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the schools.

City; Albuquerque

Outcome	Mediate Goal	Extremely Concerned	Being Attempted By School System
"Custodial Function"	Students should be required to go to school all day, Monday thru Friday.	n = 125 39.2%	n = 125 70.7%
	The school year should be extended to a twelve month program with staggered vacations for teachers and students.	n = 124	n = 112

Table 15

Community Services

Percentage of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the schools.

City: Albuquerque

Outcome	Mediate Goals	Extremely Concerned	Being Attempted By School System
Community Services	School facilities, buildings, libraries, sports facilities should be open to the community.	n = 123 23.6%	n = 120 45.0%
	Services for the adults of the community -- such as classes, consumer education, training in family life, sports activities and specific help in such areas as coping with drugs -- should be provided.	n = 126 34.9%	n = 117 25.6%

Philadelphia Parents; Goals of Education

The GDI was used to rate the goal concern and belief that the goal was being attempted in Philadelphia and the results are tabulated in the same manner as for the Albuquerque data. (Table 16).

As was the case in Albuquerque, parents' concern was highest with regard to the basics of verbal and mathematical skills, 9 out of 20 stating they were "extremely concerned" that students should have such skills when they graduate. Similarly, the proportion of parents who think that the system is attempting to achieve these goals is somewhat lower (about 8 in 10).

College preparation is of extreme concern to 84.2% of Philadelphia parents -- a considerably higher percentage than in Albuquerque. Over 70% believe the system does attempt this goal.

The goal of providing employable vocational skills is of exactly equal concern to parents as college preparations -- 84.2% expressing such concern for each goal. Again, there is some discrepancy between this proportion and the proportion who believe the system is attempting the goal (68.4% for vocational training, 71.4% for college preparation).

In Albuquerque, as was pointed out earlier, vocational training was not of really major concern (58.4%) expressing concern) and the higher proportion thought the schools were attempting to attain the goal.

Table 14

Custodial Function

Percentage of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the schools.

City; Albuquerque

Outcome	Mediate Goal	Extremely Concerned	Being Attempted By School System
"Custodial Function"	Students should be required to go to school all day, Monday thru Friday.	n = 125 39.2%	n = 125 70.7%
	The school year should be extended to a twelve month program with staggered vacations for teachers and students.	n = 124	n = 112

Almost if not quite, as important as the academic basics, college preparation and vocational training (if "concern" is accepted as a measure of perceived importance) are those goals which relate to personal adjustment and conformity -- understanding the need for education and knowing how to think and reason (which is also related to the Academic Knowledge category), learning to get along with and work with others, learning to obey the rules of society and to adjust to the world. The percentages of parents who express extreme concern about the achievement of these goals ranges from over 80% to just under 90% -- somewhat higher then in Albuquerque, particularly in the case of the "get along with --- others" goal. This difference no doubt reflects the different social problems and stresses of the two cities; the racial-cum-ethnic antagonisms and the violence of teenage gang war are much less extreme (or non-existent) in Albuquerque then in Philadelphia.

In all these cases, the proportion of parents perceiving the system as attempting to achieve the specified goals is somewhat less than the proportion who are concerned, but this difference is particularly marked with respect to the "conforming" goals, obeying the rules of society and adjusting to the world, where the differences are about 20% and 30%, respectively.

Good, responsible and informed citizenship is another goal that is related to adjustment and conforming to society's rules and not surprisingly, this goal too is of concern to three quarters of the Philadelphia parents -- about 10% more than in Albuquerque. And here too Philadelphia parents are more likely to express concern than to believe the goal is being attempted, although the difference is only about 12%. Albuquerque parents were not so concerned about this issue, and the proportion believing the school system attempted it was roughly equal to the proportion who were concerned.

The different socio-economic characters of the two cities probably explain a number of the substantial differences in the emphasis placed by parents in Albuquerque and Philadelphia on various goals. Apart from those described so far, we note that nearly 80% of Philadelphia parents are extremely concerned about the goal of knowing about the human relationships of adult life (but only 55% think the schools attempt this goal) whereas in Albuquerque 63% thought the schools attempted it but only 44.8% was concerned. In Albuquerque, this tended to be an issue for parents to take care of, in Philadelphia it was one for the schools, and the schools were not perceived as fully living up to the requirement.

Moral responsibility emerges as a rather large concern among Philadelphia parents. 73.7% were concerned about students developing "moral, ethical and religious values and goals", and only 39.4% thought the schools were attempting this. In Albuquerque only 61.6% were extremely concerned, 33.1% thought the schools were attempting it. In both cases, the schools are seen as doing less than is desired, but Philadelphia is more concerned than Albuquerque that the schools should achieve the moral responsibility goal for their students.

The consumer role was of "extreme concern" to less than 50% of Albuquerque parents, but was of concern to between about two thirds and three quarter of Philadelphia parents. And 20% - 25% fewer parents believed the schools were attempting to provide this type of knowledge.

Lastly, two goals associated with aesthetic, humanistic and cultural appreciation were also of significant concern to Philadelphia parents. The most revealing is one that refers to "respect for people of all cultures"; nearly three quarters of the parents were concerned about this goal (but only 50% in Albuquerque).

In general, the analysis of education goals suggests that parents in Philadelphia are very concerned about most issues, are of the opinion that the schools do try (although perhaps

Table 16
Educational Goals

Percentages of Parents Stating That:

1) They were extremely concerned that certain goals should be attained.

2) The goal was being attempted by the School System.

City: Philadelphia

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing general academic knowledge	When they graduate, students should have the basic skills of reading, writing, spelling, speaking and listening.	n = 38 94.7%	n = 38 78.9%
	Students should have a basic education in courses such as science, history, government, geography and a foreign language.	n = 38 76.3%	n = 38 92.1%
	Students should have basic skills in practical arithmetic.	n = 38 92.1%	n = 38 84.2%
	Students should understand the need for education, have a drive to learn and know how think and reason.	n = 38 84.2%	n = 38 71.0%
Providing for personal and Social Adjustment and Maturity	Students should learn to take pride in their work.	n = 38 76.3%	n = 38 65.8%
	Students should develop a feeling of self-worth and self-understanding.	n = 38 63.2%	n = 38 52.6%
	Students should learn to get along with and work with others.	n = 38 89.5%	n = 38 76.3%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge of the need to conform	Students should learn to obey the rules and regulations of society.	n = 38 89.5%	n = 38 68.4%
	Students should learn about and develop an ability to adjust to the changing world and its problems.	n = 38 81.6%	n = 38 50.0%
Providing knowledge specific to informed citizenship	Students should acquire the knowledge which will enable them to be good, responsible and informed citizens.	n = 38 75.8%	n = 38 63.2%
Providing knowledge specific to college preparation	(See "Process" Table)		
Providing knowledge of moral responsibility	Students should develop good character -- a sense of moral, ethical and religious values and goals.	n = 38 73.7%	n = 38 39.4%
Providing vocational specific training	Vocational training should be provided so that students may gain skills for employment immediately after graduation.	n = 38 84.2%	n = 38 68.4%
Providing knowledge specific to adult family responsibility	Students should have a basic knowledge of the human relationships of adult life.	n = 38 78.9%	n = 38 55.3%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge about the care and well being of ones body	Students should understand the importance of physical fitness in adult life.	n = 38 50.0%	n = 38 52.6%
Providing knowledge specific to adult consumer role	Students should learn to be wise buyers and users of goods and services.	n = 38 76.3%	n = 38 55.2%
	Students should learn to handle the everyday problems of adult life -- for example, budgets, property, credit, etc.	n = 38 65.8%	n = 38 39.5%
Providing aesthetic humanistic and cultural appreciation	Students should have an appreciation of the arts, culture and beauty of the world.	n = 38 68.6%	n = 38 76.3%
	Students should understand and respect people of all cultures.	n = 38 73.7%	n = 38 65.8%

not hard enough) in the classical academic areas, but that they fall below requirements quite considerably in the areas of adjustment and conformity and adult roles.

Philadelphia Parents; Process Goals

The process goals data (Tables 17-19) show the same dissatisfaction with school system personnel as we have already observed in the Albuquerque data. Approximately eight in ten parents were extremely concerned about teacher/administrator characteristics against four/five in ten who think the system attempts to attain and maintain high standards for its teachers and administrators.

There is also evidence of considerable dissatisfaction with academic standards (71.1% expressing concern, 55.2% believing the school system attempts to improve them), and almost universal concern with student motivation (94.7%; but 71% think the schools attempt to achieve it). Here, again, the picture is much the same as in Albuquerque.

One notable difference occurs with respect to special programs for those with a learning disability -- a concern of little over half the Albuquerque parents but of over eight in ten of those in Philadelphia. The socio-economic characteristics of the two samples are, again, a probable explanation of the difference.

One other really major issue in Philadelphia, but not in Albuquerque, was equal opportunity, "regardless of ethnic, cultural or religious group". 89.3% expressed extreme concern about this goal and while 71.1% believed the schools were attempting this, it is clear that some improvement in this perception would be possible.

Perhaps yet another reflection of Philadelphia's problems is found in the 71% who were concerned about schools' providing for the mental health of students. In Albuquerque only about 45% were so concerned, and in Philadelphia, the gap between the proportion expressing concern and believing the schools attempt to meet the goal is appreciable -- almost 24%, with less than half the parents saying it is being attempted.

It was pointed out earlier that conforming to society's rules was seen as very important; it will not therefore be surprising that 84% of parents expressed extreme concern about the setting up and enforcing of discipline standards. Neither will it be surprising (again in the light of the earlier discussions) that less than half the parents believed the school system was attempting to achieve this goal. This situation was also found in Albuquerque, but the emphasis on discipline is a little greater in the Philadelphia case.

Some major goals which are of concern to a higher -- usually much higher -- proportion of Philadelphia parents than to Albuquerque parents are:

- Active involvement of the parents with teachers and administrators (76%);
- involvement of the community with the system (71%);
- help in getting a job or enrolling in college after finding school (90%);
- provision of vocational guidance (71%);
- provision for the physical health and safety of students (82%);
- provision of adequate food services (79%).

None of these was of concern to more than 45% of Albuquerque parents.

Not so important as the above, but still of concern to about half the parents (and again very much more important than in Albuquerque) are:

- provision of complete physical fitness programs (50%);
- provision of adequate medical services (63%);
- provision of adequate athletic facilities (50%).

In the cases of community involvement, getting a job and food services, there is evidence that parents think the schools could do more, since the differences in the percentages of "concern" and "attempted" are in the 20% - 25% range.

The "custodial function" (Table 18) looms larger in the concern of Philadelphia parents than in those of their Albuquerque peers. 68% were extremely concerned that students should go to school all day, Monday thru Friday, but about the same proportion thought the school system was attempting it. And concern with an intended, 12-month, school year runs quite high, at 45% of parents. (24% think the school system is attempting it; (this, presumably, is "wishful thinking").

Table 19, which deals with community services, shows some concern with opening the facilities to the community -- and apparently the same proportion that is concerned thinks the schools attempt this goal -- and a great concern (78.9%) with <u>services</u> for adults. This latter concern, in particular, is far beyond the Albuquerque level. It is possible that the phrase "--- help in such areas as coping with drugs ---", as part of the goal definition, played a part in the high concern for this goal in Philadephia, where the sample included areas with outorious drug abuse problems. And it is worth pointing out that only 50% of the parents thought the school system attempted to achieve the goal in question.

Table 17
Process Goals

Percentages of Parents Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the school system.

City: Philadelphia

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing general academic knowledge	The continued education and periodic evaluation of teachers and administrators should be required.	N = 38 84.2%	N = 38 39.4%
	Higher standards should be established and enforced for the selection of school administrators and teachers.	n = 38 78.9%	n = 38 36.8%
	Teachers should have personal characteristics that enable them to communicate with their students.	n = 38 84.2%	n = 38 52.6%
	Higher academic standards should be set up and enforced.	n = 38 71.1%	n = 38 55.2%
	Special programs should be provided for students who have a learning handicap -- either physical or emotion.	n = 38 84.2%	n = 38 78.9%
	Classes should be set up so that students can learn effectively -- ample space, the necessary equipment and fewer students per teacher.	n = 38 76.3%	n = 128 57.9%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted by School System
Providing general academic knowledge (cont'd).	Students should be kept motivated and interested.	n = 38 94.7%	n = 126 71.1%
Providing for personal and social adjustment and maturity	Schools should set up specific and regular forms of communication.	n = 38 57.9%	n = 128 47.4%
	The school environment should be pleasant and attractive.	n = 38 76.3%	n = 38 76.3%
	Both boys and girls should have an opportunity to participate in any course or activity offered by the school.	n = 38 68.4%	n = 38 65.8%
	All students, regardless of ethnic, culture or religious group, should have an equal opportunity to participate in any course or activity offered by the school.	n = 38 89.3%	n = 127 71.1%
	Schools should provide for the mental health of their students.	n = 38 71.1%	n = 38 47.4%
Providing knowledge of the need to conform	Discipline standards for students should be set up and strictly enforced.	n = 38 84.2%	n = 127 47.4%
Providing knowledge specific to informed citizenship	Where their children are concerned, parents should be actively involved with teachers and administrators.	n = 38 76.3%	n = 38 68.4%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge specific to informed citizenzhip (cont'd).	The entire community, (parents, taxpayers, as well as school personnel and the school board) should be involved with the school system.	n = 38 71.1%	n = 38 52.6%
Providing knowledge specific to college preparation	College preparation should be provided so that students may gain skills necessary for successful College Work.	n = 38 84.2%	n = 38 71.1%
Providing knowledge of moral responsibility	(All items allocated to the category already shown earlier in table).		
Providing vocational specific training	Vocational guidance should be provided so that students can learn about their own abilities and interests.	n = 38 71.1%	n = 127 68.4%
	Students should be helped to get a job or to enroll in a college after finishing school.	n = 38 89.9%	n = 38 76.3%
Providing knowledge specific to adult family responsibility	(Item allocated to this category already shown earlier in table)		

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge about the xare and well being of ones body	Complete physical fitness programs should be offered for all students.	n = 38 50.0%	n = 38 52.6%
	Adequate medical services should be available.	n = 38 63.2.%	n = 38 60.5%
	Schools should provide for the physical health and safety of their students.	n = 38 81.6%	n = 38 76.3%
	Schools should have adequate athletic facilities.	n = 38 50.0%	n = 38 78.9%
	Adequate food services should be available.	n = 38 78.9%	n = 127 55.0%
Providing knowledge specific to adult consumer role	(No significant process goals).		
Providing aesthetic humanistic and cultural appreciation	(The item allocated to this category has been shown earlier in this table).		

Table 18
Custodial Function

Percentages of Parents Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the school system.

Outcome	Mediate Goal	Extremely Concerned	Being Attempted By School System
Custodial function	Students should be required to go to school all day, Monday thru Friday.	n = 38 68.4%	n = 38 71.0%
	The school year should be extended to a twelve month program with staggered vacations for teachers and students.	n = 38 44.7%	n = 127 23.7%

It seems possible that this phenomenon is an artifact of the data collection procedure in the two cities; in Albuquerque it was possible, because of the size of the public school system and perhaps also because of the University of New Mexico's involvement, to work more closely with the respondents, in advance of transmitting the instrument, than was the case in Philadelphia. In the latter case one cannot help suspecting a response set, which lead to nearly all (80%-90%) of professionals saying that they were both extremely concerned about a goal and that the school system was attempting to accomplish the achievement of the goal. Far more variation was achieved in Albuquerque. This, in turn, raises doubts as to the validity of the observed "differences in the differences", between "concerned" and "achievements" percentages among parents and professionals in Philadelphia. Although notably significant in both Albuquerque and Philadelphia if the data are treated at face value, it is possible that the considerably higher percentage of Philadelphia professionals endorsing the "being attempted" response compared with the Philadelphia parents may be due to response set.

Philadelphia Professionals; Process Goals

Turning now to process goals, (Table 21, 22, and 23), we find that, unlike the situation in Albuquerque, there is little difference in the percentages of parents and professionals expressing "concern" about the achievement of

the various mediate goals (except that wherever parents tend to express below average concern, professionals express high concern); there is however, the (by-now) expected difference in the percentages believing the school system is attempting the achievement. As before, parents were considerably less likely than professionals to endorse the "being attempted" category for such goals as teacher/administrator continued education and evaluation, enforcement of high standards, student-teacher communication and so forth.

Given the hypothesized response set, this may simply be a consequence of this phenomenon; Philadelphia professionals' levels of "concern" ran at 70%-80% on all items, and the percentages endorsing the "being attempted" response were in the same high range. It may, on the other hand, truly reflect the same situation as was found in Albuquerque, that parents and professionals do not see eye-to-eye or the level of achievement (or attempted achievement) of the public school system with respect to process.

In the cases of both educational and process goals, care has to be taken in interpreting the data from the Philadelphia professionals.

Table 20
Education Goals

Percentages of Administrators/Teachers Stating That:

1) They were extremely concerned that certain goals should be attained.

2) The goal was being attempted by the School System.

City: Philadelphia

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing general academic knowledge	When they graduate, students should have the basic skills of reading, writing, spelling, speaking and listening.	n = 20 95%	n = 20 95.0%
	Students should have a basic education in courses such as science, history, government geography and a foreign language.	n = 20 75.0%	n = 20 95.0%
	Students should have basic skills in practical arithmetic.	n = 20 100.0%	n = 20 95.0%
	Students should understand the need for education, have a drive to learn and know how to think and reason.	n = 20 90.0%	n = 20 95.0%
Providing for personal and social adjustment and maturity	Students should learn to take pride in their work.	n = 20 80.0%	n = 20 95.0%
	Students should develop a feeling of self-worth and self-understanding.	n = 20 85.0%	n = 20 80.0%
	Students should learn to get along with and work with others.	n = 20 80.0%	n = 20 85.0%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge of the need to conform	Students should learn to obey the rules and regulations of society.	n = 20 85.0%	n = 20 95.0%
	Students should learn about and develop an ability to adjust to the changing world and its problems	n = 20 80.0%	n = 20 80.0%
Providing knowledge apecific to informed citizenship	Students should acquire the knowledge which will enable them to be good, responsible and informed Citizens.	n = 20 95.0%	n = 20 85.0%
Providing knowledge specific to college preparation	(See "Process" Table)		
Providing knowledge of moral responsibility	Students should develop good character -- a sense of moral, ethical and religious values and goals.	n = 20 95.0%	n = 20 75.0%
Providing vocational specific training	Vocational training should be provided so that students may gain skills for employment immediately after graduation.	n = 20 90.0%	n = 20 85.0%
Providing knowledge specific to adult family responsibility	Students should have a basic knowledge of the human relationships of adult life.	n = 20 70.0%	n = 20 75.0%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge about the care and well being of ones body	Students should understand the importance of physical fitness in adult life.	n = 20 80.0%	n = 20 95.0%
Providing knowledge specific to adult consumer role	Students should learn to be wise buyers and users of goods and services.	n = 20 100.0%	n = 20 80.0%
	Students should learn to handle the everyday problems of adult life -- for example, budgets, property, credit, etc.	n = 20 75.0%	n = 20 75.0%
Providing aesthetic and cultural appreciation	Students should have an appreciation of the arts, culture and beauty of the world.	n = 20 80.0%	n = 20 95.0%
	Students should understand and respect people of all cultures.	n = 20 80.0%	n = 20 95.0%

Table 21
Process Goals

Percentages of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the School System.

City: Philadelphia

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing general academic knowledge	The continued education and periodic evaluation of teachers and administrators should be required.	n = 20 70.0%	n = 20 65.0%
	Higher standards should be established and enforced for the selection of school administrators and teachers.	n = 20 85.0%	n = 20 75.0%
	Teachers should have personal characteristics that enable them to communicate with their students.	n = 20 80.0%	n = 20 75.0%
	Higher academic standards should be set up and enforced.	n = 20 65.0%	n = 20 65.0%
	Special programs should be provided for students who have a learning handicap either physical or emotional.	n = 20 100.0%	n = 20 95.0%
	Classes should be set up so that students can learn effectively -- ample space, the necessary equipment and fewer students per teacher.	n = 20 90.0%	n = 20 90.0%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing general academic knowledge (cont'd).	Students should be kept motivated and interested.	n = 20 95.0%	n = 20 95.0%
Providing for personal and social adjustment and maturity	Schools should set up specific and regular form of communication.	n = 20 75.0%	n = 20 65.0%
	The school environment should be pleasant and attractive.	n = 20 85.0%	n = 20 95.0%
	Both boys and girls should have an opportunity to participate in any course and activity offered by the school.	n = 20 65.0%	n = 20 85.0%
	All students, regardless of ethnic, cultural or religious group, should have an equal opportunity to participate in any course or activity offered by the school.	n = 20 85.0%	n = 20 100.0%
	Schools should provide for the mental health of their students.	n = 20 80.0%	n = 20 55.0%
Providing knowledge of the need to conform	Discipline standards for students should be set up and strictly enforced.	n = 20 80.0%	n = 20 85.0%

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge specific to informed citizenship	Where their children are concerned, parents should be actively involved with teachers and administrators.	n = 20 75.0%	n = 20 80.0%
	The entire community, (parents, taxpayers as well as school personnel and the school board) should be involved with the school system.	n = 20 80.0%	n = 20 85.0%
Providing knowledge specific to college preparation	College preparation should be provided so that students may gain skills necessary for successful college work.	n = 20 70.0%	n = 20 95.0%
Providing knowledge of moral Responsibility	(All items allocated to the category already shown earlier in table)		
Providing vocational specific training	Vocational guidance should be provided so that students can learn about their own abilities and interests.	n = 20 85.0%	n = 20 80.0%
	Students should be helped to get a job or to enroll in a college after finishing school.	n = 20 80.0%	n = 20 75.0%
Providing knowledge specific to adult family responsibility	(Item allocated to this category already shown earlier in table).		

Global Outcome Goal	Mediate Goal	Extremely Concerned	Being Attempted By School System
Providing knowledge about the care and well being of ones body	Complete physical fitness programs should be offered for all students.	n = 20 65.0%	n = 20 85.0%
	Adequate medical services should be available.	n = 20 70.0%	n = 20 85.0%
	Schools should provide for the physical health and safety of their students.	n = 124 85.0%	n = 127 100.0%
	Schools should have adequate athletic facilities.	n = 20 70.0%	n = 20 90.0%
	Adequate food services should be available.	n = 20 65.0%	n = 20 85.0%
Providing knowledge specific to adult consumer role	(No significant process goals).		
Providing aesthetic and cultural appreciation	(The item allocated to this category already shown earlier in table).		

Table 22
Custodial Function

Percentages of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the School System.

City: Philadelphia

Outcome	Mediate Goal	Extremely Concerned	Being Attempted By School System
Custodial Function	Students should be required to go to school all day, Monday thru Friday.	n = 20 70.0%	n = 20 80.0%
	The school year should be extended to a twelve month program with staggered vacations for teachers and students.	n = 20 20.0%	n = 20 --

Table 23
Community Services

Percentages of Administrators/Teachers Stating That:

1) They were "extremely concerned" that certain goals should be attained.

2) The goal was being attempted by the School System.

City: Philadelphia

Outcome	Mediate Goal	Extremely Concerned	Being Attempted By School System
Community Services	School facilities -- buildings, libraries, sports facilities -- should be open to the community.	n = 20 45.0%	n = 20 65.0%
	Services for the adults of the community -- such as classes, consumer education, training in family life, sports activities and specific help in such areas as coping with drugs -- should be provided.	n = 20 70.0%	n = 20 70.0%

GOAL STRUCTURE

Summary of Goal Structure Analysis

Procedures and Objectives

Determination of goal structure (i.e., of what goals are sought in common by different "constituencies" and what underlaying needs are being met by the achievement of these goals) is important because it tells the professional what parents are really seeking and what practical (mediate) goals must be jointly achieved if the parents needs are to be satisfied. It also reveals how many constituencies are possible and how compatible their goals are.

Our approach in this study was to conduct a factor analysis of the "concern" ratings of the GDI, scored to provide a four point scale running from "Don't Want It" to "Extremely Concerned". The analysis was restricted to the 48 mediate goals* and in fact, our interest lay only with the true educational (as distinct from process) goals. The analysis was carried out for Albuquerque parents only, since the Philadelphia parent sample was too small to provide reliable results.

In general, factor analysis is a procedure for exploring a set of relationships described by correlation coefficients in order to identify a set of variables (common factors)

*So that the sample of individuals would be appreciably larger than the number of items, 129 to 48, necessary to avoid excessive capitalizing on random error.

which can "explain" the observed covariation between the observations. The purpose in this study was to identify factors which would represent underlying needs, in the sense that when one mediate goal was perceived as of concern by a group of parents, and this same group consistently perceived certain other goals as being of concern, a common thread of need can be thought of as running through the goals, and the group who share the concern for these goals.

Factor analysis can produce different types of information. In this case we were primarily interested in the "Loadings", or coefficients of correlation between the factors and the goal items, for uncorrelated (orthogonal) factors. These are shown in Table 24. Process goals have been omitted from the table and the loadings reported have been rounded to two places of decimals. Loadings can range from - 1.00 to 1.00, and in the case of an orthogonal analysis such as we are describing can be interpreted as if they were Pearson correlation coefficients, i.e., the higher the value the stronger the relationship (positive or negative, according to sign).

Another point should be noted about the interpretation of these coefficients. It sometimes happens that an item correlates at a quite high level with two or more factors; in Table 24 it will be seen that the goals of "basic arithmetic skills" and "reading, writing, spelling ---"

have correlations of 0.53 and 0.52 (respectively) with factor 1 and 0.50 and 0.45 with factor 4. Factor 4, however, is differentiated from 1 in that it has high loadings on "understand the need for education -- to think and reason") and "gain skills for college education", whereas factor 1 does not. This can be interpreted to mean that whereas to one group of parents the "three R's" are important but higher education and general intellectual development not, to another group the "three R's" and higher education and intellectual development, are jointly important. However, when the "basics" are of concern but higher education and intellectual development is not, we find that conformity and good citizenship are of joint concern, differentiating factor 1 from factor 4.

It should be noted that although groups of parents with the different goal organization described have to exist in order for the factor coefficient pattern to emerge, this does not mean that each factor represents a group. A factor is a dimension, like an axis of a graph, and people can be thought of an distributed along it, from low to high "scores", (e.g., indifferent to the basics, to conformity and good citizenship, moderately concerned, very concerned). Hence, if there are several independent factors, sub-groups of persons can be found with combination of scores. Considering only the two factors used to illustrate the interpretation of the analysis, one could have individuals who

were concerned about the basics and conformity and good adjustment and higher education and general intellectual development, as well as those who were concerned about the former only, or about the basics, higher education and intellectual development only. One could also find persons who were not concerned about basics, conformity, etc., but who were highly concerned about higher education and intellectual development -- and of course, persons who were not concerned about any of these goals.

Factor scores were in fact computed - for each parent and for each factor to see whether such combinations were occurring, and it was confirmed that they were.* With ten educational factors, even if one merely dichotomized each, there is the possibility of $10^2 = 100$ combinations and the sample size (129 individuals) did not permit the further analysis of these "constituencies" by demographic characteristics of their membership; it is possible that interesting relationships would have emerged if such analyses has been practicable.

An aspect of interpretation of factor analysis results that should not be overlooked is that the meaning of a goal may differ somewhat when it is "in the company", so to speak,

*Factor scores are estimates of an individual's position along a dimension measured, usually, in standard deviation units. The score is measured on a continuous variable, the higher the positive score the further away from the mean in a positive direction the individual is and vice versa. In the present case, the scores represented a weighted, and standardized, sum of the 48 goal-concern ratings, for each idividual, the weighting being such as to best estimate the individual's degree of concern about the underlying educational issue.

of one or another set of different goals. The "basic arithmetic" goal of factor 4 may not be quite the same as that of factor 1.

In practical terms, and staying with the goals we have used so far in this discussion, parents who are concerned about the basics and higher education and general intellectual development, but not about conformity and responsible citizenship, may have a somewhat different sense of those basics from the parents who are concerned about the basics and conformity and responsible citizenship but not about higher education and intellectual development. Among the former, the basics are presumably a basis for higher education and intellectual development, whereas among the latter they are a pre-requisite for "getting by" and, in that respect are a facet of conforming to the rules of society, etc. Different approaches to teaching the basics would seem to be implied, too. Attitudes toward the so-called "New Math" can be expected to vary considerably between the two groups, the former being more favorable (because of the underpinning to later work in mathematics and logical thinking that the New Math approach provides) than the latter, who are likely to see little practical merit in it.

A brief technical description of the factor analysis procedure used will be found in Appendix 2.

Several cautions have to be given to the reader before moving on to the description of findings. The data which have been submitted to the analysis were considerably less than perfect for the purpose. The selection of mediate goals, while entirely proper for its original purpose, lead to a weighting of the items in certain directions -- reflecting in part the levels of concern which emerged in the interviews from which the mediate goals were derived. This resulted in certain types of goal being represented by only one or two educational items, others by three or more. Vocational education, various adult roles and moral values are cases of the former selection, academic education is the predominant example of the latter. Since it turned out that these goal-types were statistically independent of each other the factor analysis procedure has resulted in some "factors" with only one or two items with substantial correlations. Strictly, such "factors" are not factors in the true sense at all, but merely isolated goals. They could be artifacts of the input data. Had the factor analysis of the mediate goals been intended at the time of their selection, a more balanced representation would have been attempted.

Since this is a methodological study, we have concluded that it is legitimate to report the results, at least to indicate the kind of results such a method can generate. Also, the main findings are in line with the Categorization data, if one considers the overlap between the global outcome goals used for that task, revealed by distribution of mediate goals over several of the categories. Of course, this task was concerned with parents' perceptions of what mediate goals would best help an outcome to be achieved, which is not the same as a statistically derived set of relationships based on degree of concern. Nonetheless, one would expect the clustering of items on the basis of helping to achieve an outcome, to be somewhat like clustering on the basis of concern, and this does seem to be the case.

Another related problem is that we cannot affirm that additional factors would not emerge if additional mediate goals had been added. For instance, adult mental (as distinct from physical) health does not appear, because it did not emerge during the elicitation interviews, although the students' mental health did. Perhaps this is adquately represented by "Adult-relationships", but we can not be positive of this.

Finally, the reader versed in factor analytic methods will wonder what would emerge if we had used an <u>oblique</u> solution rather than an orthogonal solution; that is if we had allowed

the factors themselves to be correlated rather than independent, and then possibly conducted a higher-order analysis of the correlated factors. Given the admitted inadequacies in the data it did not seem worth pursuing this approach extensively. One oblique solution was run, producing results not materially different from those reported here, but if anything somewhat less interpretable. Such an analytic procedure might be well worth pursuing with a selection of goals designed expressly for the purpose of factor analysis.

Findings

Structure as Revealed by 48 - Item Factor Analysis

The analysis was carried out on the correlation between 48 mediate goals, the correlated variable being the concern measure of the GDI. We have restricted the discussion to the true educational goals, however, although in three cases a process goal relationship is included when it helps to clarify the meaning of a factor. (Table 24 displays a sub-set of the full matrix of factor loadings; the full matrix included all forty-eight goals and twelve factors, two of which were pure process factors).

Table 25, derived from the Table of Loadings (Table 24), groups the goals with appreciable correlations with a particular factor. The defining (particularly highly correlated) goals head each list and are underscored.

TABLE 24

Matrix of Factor Loadings of Mediate Educational Goals

(Based on Factor Analysis of "Concern" Section of Goal Discrepancy Inventory Administered to 129 Albuquerque Parents, Respecting 48 Mediate Goals)

Goal:	Factor:									
	1	2	3	4	5	6	7	8	9	10
Students should:										
Have basic arithmetic skills	0.53	-0.06	0.00	0.50	0.06	0.15	0.16	0.10	0.00	-0.10
Understand the need for education . . . know how to think and reason	0.28	-0.32	0.14	0.71	0.00	0.00	-0.03	-0.01	0.09	-0.12
Have skills of reading, writing, spelling . . .	0.52	-0.08	-0.05	0.45	0.08	0.08	0.27	0.21	0.02	0.04
Learn to be wise consumers	0.17	-0.10	0.00	0.12	0.81	0.02	0.12	0.06	0.15	-0.02
[illegible]ain skills necessary for college work	0.25	-0.12	0.13	0.57	0.29	0.04	0.27	0.08	0.01	-0.04
Learn to handle . . . budgets . . . taxes	0.34	-0.27	0.18	-0.14	0.40	0.32	0.16	0.24	0.04	-0.12
Learn about their (vocational) abilities	0.24	-0.69	0.10	0.13	0.05	0.08	-0.04	0.05	-0.05	-0.14
Develop a feeling of self worth	0.48	-0.28	0.21	0.14	0.05	0.38	0.01	0.12	-0.30	0.06
Develop moral . . . values	0.17	-0.36	0.09	0.38	0.01	0.42	-0.15	-0.34	-0.07	-0.09
Have an education in . . . science, history . . . a foreign language	0.16	0.09	0.10	0.62	0.04	0.20	0.24	0.14	-0.01	-0.13
Learn to get along with others	0.31	-0.29	0.05	0.15	-0.01	0.62	0.15	0.03	0.21	-0.07
Have an opportunity to participate . . . regardless of ethnic . . . group	0.21	0.03	0.22	0.27	0.01	0.13	0.14	0.16	0.33	-0.44
[illegible]earn to take pride in their work	0.67	-0.17	0.10	0.10	0.02	0.21	0.00	0.22	0.17	0.08

TABLE 24 (continued)

Matrix of Factor Loadings of Mediate Educational Goals

(Based on Factor Analysis of "Concern" Section of Goal Discrepancy Inventory Administered to 129 Albuquerque Parents, Respecting 48 Mediate Goals)

Goal:	Factor:									
	1	2	3	4	5	6	7	8	9	10
Students should:										
Learn to obey society's rules and regulations	0.68	-0.18	0.09	0.20	0.08	-0.02	0.11	0.32	-0.10	0.15
Learn to value each and every job	0.32	-0.21	0.35	0.00	0.05	0.07	0.11	0.56	-0.03	0.05
Develop talents, interests and hobbies for adult leisure	0.20	-0.17	0.57	0.03	-0.02	-0.06	0.18	0.07	0.44	0.07
Acquire knowledge necessary for them to be good, informed citizens	0.63	-0.19	0.23	0.12	0.04	0.18	0.09	0.13	0.29	-0.08
Have knowledge of (adult) relationships	0.09	-0.24	0.24	0.05	0.18	0.30	-0.02	0.15	0.58	-0.02
Learn . . . ability to adjust to a changing world	0.58	-0.19	0.31	0.14	0.08	0.07	0.08	0.14	0.05	-0.27
Understand the importance of physical fitness in adult life	0.24	-0.02	0.00	0.28	-0.21	0.32	0.60	0.14	0.24	0.16
Respect people of all cultures	0.14	-0.28	0.06	0.24	-0.01	0.22	0.10	0.10	-0.02	-0.65
Have an appreciation of the arts, culture and beauty of the world	0.13	-0.02	0.13	0.02	0.12	0.73	0.19	0.08	0.03	-0.14
Gain skills for employment immediately after graduation	0.06	-0.47	0.19	0.32	-0.11	0.04	0.27	0.35	0.13	-0.21
Schools should provide for the mental health of their students	0.39	-0.27	-0.54	0.15	0.34	0.16	-0.07	0.14	0.52	-0.05

Although twelve significant factors were found in the analysis of the 48 goals, since two of them were strictly "process" in nature they are not reported here. Thus ten factors can be regarded as representing all or most of the variance of educational goals.

It is convenient to name them, the names (hopefully) reflecting the nature of the educational needs which ties the mediate goals together. (The names can also be thought of as describing outcome goals). They are derived from the wording of the goal descriptions which, by their correlations with the factor, give us the manifestation of what is essentially a latent phenomenon. The naming is inferrential and the reader may well prefer other labels. Where it seems helpful, we have added a parenthetical note to explicate the name we have chosen. The factors are listed below in order of what, judging from the degree of concern with their defining goals, is an approximate order of importance of the need (or outcome goal, if one prefers this interpretation). This priority aspect is discussed toward the end of this section.

Some purists, incidentally, may object to description of factors by one name, since, being dimensions, they really have two ends or poles, either positive or negative poles, or a zero pole and a positive pole (or a zero pole and a negative pole). Naming factors by combination of the

two poles is, however, cumbersome and not necessary if the dimensional nature of the factor is understood. The names we have selected represent the achievement pole, as distinct from neutrality or opposition.

The factors are:

Basic Socialization (Skills for survival)
General intellectual development (Informed rationality)
Vocational Readiness
Humanistic Sensibility (Culture, civility and a moral posture)
Racial Tolerance and Mutual Respect (Equal Opportunity)
The Work Ethic (Work as an intrinsic moral act)
Readiness for Adult Personal Relationships
Readiness for Adult Consumer Role
Appreciation of Importance of Physical Health in Adult Life
Readiness for Adult Leisure

Remember that since each factor is a dimension, parents are positioned along each, from opposition to the outcome represented by the name to intense concern; also, since the factors are independent of each other, a parent can be "high" (very concerned) on all factors, "low" (not concerned) on all, or high on some, low on others. Thus, as pointed out when describing the procedure, there can be parents who are concerned <u>solely</u> about basic socialization (which includes basic arithmetic and basic reading and writing) and parents who are concerned about socialization as a means

TABLE 25

Structure of Educational Goals of Albuquerque Parents; Clusters of Related Priorities

(Based on Factor Analysis "Concern" Section of Goal Discrepancy Inventory Administered to 129 Parents Respecting 48 Mediate Goals)

Basic Socialization	General Intellectual Development	Vocational Readiness	Humanistic Sensibility	Racial Tolerance
Mediate Goals:	*Mediate Goals:*	*Mediate Goals:*	*Mediate Goals:*	*Mediate Goals:*
Have basic skills of reading writing . . .	Understand the need for education . . . know how to think and reason.	Gain skills for employment immediately after graduation.	Have an appreciation of the arts, culture and beauty of the world.	Understand and respect people of all cultures.
Have basic arithmetic skills.	Gain skills necessary for college work.	Learn about their own abilities and interests.	Develop good character -- a sense of moral . . . values.	Have an opportunity to participate in all school activities, regardless of ethic, cultural or religious group.
Develop a feeling of self worth.	Have an education in science, history . . . foreign language.	(Develop good character a sense of moral . . . values).	Learn to get along with, and work with others.	
Learn to take pride in their work.	(Develop good character a sense of moral . . . values).		(Develop a feeling of self worth).	
Learn to obey the rules and regulations of society.				
Acquire knowledge which will enable them to be good, responsible and informed citizens.				
Learn to adjust to a changing world.				

TABLE 25 (continued)

Structure of Educational Goals of Albuquerque Parents;
Clusters of Related Priorities

(Based on Factor Analysis "Concern" Section of Goal Discrepancy Inventory Administered to 129 Parents Respecting 48 Mediate Goals)

Work Ethic	Readiness for Adult Personal Relationships	Readiness for Adult Consumer Role	Appreciation of Importance Of Physical Health in Adult Life	Readiness for Adult Adult Leisure
Mediate Goals:	*Mediate Goals:*	*Mediate Goals:*	*Mediate Goals:*	*Mediate Goals:*
Value each and every job.	Have a basic knowledge of the human relationships of adult life.	Students should learn to be wise buyers and users of goods and services.	Understand the importance of physical fitness in adult life.	Develop talents, interests and hobbies for adult leisure.
(Develop good character a sense of moral . . . values).	(Develop talents, interests and hobbies for adult leisure).	(Learn to handle . . . budgets . . . taxes).		

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to achieving general intellectual development (and college entrance). Or, to take another example, there can be parents who care strongly about vocational readiness (and not particularly about how this is achieved!) but are quite indifferent to the work ethic as such. And there are parents who care about the latter (a philosophic position) rather than practical readiness, and so on.

While Table 25 is intended to be self-explanatory, some comments may be in order. Basic Socialization, as we have labelled it, includes not just the basics, understanding that one has to conform to society's rules and adjust to change. It also includes self-worth and pride in one's work (not it seems to be confused with valuing a job). It is, therefore, not a desire for mere slavish conformity that is reflected here, but rather a view of society that accepts, perhaps welcomes this society as it is. General Intellectual Development is more than development of intellectual skills. Note that there is a tendency to associate good character and a sense of moral values with such development; it is a "flavoring element". There is a flavor of moral rectitude, too, about the Work Ethic factor, which is rather poorly defined, being heavily loaded with only one goal, that of "valuing each and every job", but it does have small but suggestive loadings with the

to achieving general intellectual development (and college entrance). Or, to take another example, there c[illegible] parents who care strongly about vocational readiness (and not particularly about how this is achieved!) but are quite indifferent to the work ethic as such. And there are parents who care about the latter (a philosophic position) rather than practical readiness, and so on.

While Table 25 is intended to be self-explanatory, some comments may be in order. Basic Socialization, as we have labelled it, includes not just the basics, understanding that one has to conform to society's rules and adjust to change. It also includes self-worth and pride in one's work (not it seems to be confused with valuing a job). It is, therefore, not a desire for mere slavish conformity that is reflected here, but rather a view of society that accepts, perhaps welcomes, society as it is.

General Intellectual Development is more than development of intellectual skills. Note that there is a tendency to associate good character and a sense of moral values with such development; it is a "flavoring element". There is a flavor of moral rectitude, too, about the Work Ethic factor, which is rather poorly defined, being heavily loaded with only one goal, that of "valuing each and every job", but it does have small but suggestive loadings with the

"moral values" and "rules of society" goals. Morality is like a component of two other factors -- Vocational Readiness (a factor which does not include valuing a job, yet is none the less associated with the "moral values" goal to some degree, although primarily defined by the "Employment Skills" goal), and Humanistic Sensibility. The defining goals of this factor are having "an appreciation of the art, culture and beauty in the world", learning "to get along with and work with others" and developing "good character, a sense of moral, ethical and religious values and goals".

When we look at the Racial Tolerance factor, we find it is, perhaps surprisingly, not loaded with the moral goal. It seems to represent a pure need for equal opportunity and respect. Again, it should be remembered that factors are dimensions and that although the factor is itself pure, it does not mean that parents who are highly concerned about this issue are not concerned about the achievement of the other educational goals. Some will be, some will not. The interesting point is that while a sense of moral values flavors several other factors, in varying degrees, this factor is independent of such a goal.

The other factors are straightforward; what is worth noting is the independence of the "adult role" factors. There is no relationship, for example, between being

concerned about the preparation of the child for the adult consumer role and being concerned about preparation for adult personal relationships. One might have anticipated a general "adult preparation" factor, but this is not the case. One cannot, therefore, address adult life issues in a global manner, if parental aspirations are to be satisfied.

To conclude this section, it may be worth casting a glance backward at the "Concern" ratings the defining goals achieved, to give a sense of relative importance of each factor. (Table 26 displays the percentage of Albuquerque parents who were "very concerned" that the defining mediate goals should be implemented. Most of these statistics have already been discussed under "Albuquerque Parents; Goals of Education" and were tabulated in Tables 4 and 8. The viewpoint; however, was different).

When brought together by the factors with which they have high correlations, one senses, again, the system of parental priorities that has pervaded the study. Basic socialization leads, followed by intellectual development, followed in turn by vocational readiness, with humanistic sensibility and racial tolerance probably about a tie for fourth place, and all decidedly important and then a dropping off in concern, particularly with the adult role issues.

Table 26

Percentage of Albuquerque Parents "Extremely Concerned" About Mediate Goals That Define Educational Factors

Factor	Defining Goals and % "Extremely Concerned"	
Basic Socialization	Have basic skills of reading, writing	(85.2%)
	Have basic arithmetic skills	(79.2%)
	Develop feeling of self worth	(65.9%)
	Learn to take pride in their work	(70.2%)
	Learn to obey the rules and regulations of society	(76.0%)
	Acquire knowledge which will enable them to be good, responsible and informed citizens	(66.4%)
	Learn ... to adjust to a changing world	(52.0%)
General Intellectual Development	Understand the need for education -- know how to think and reason	(80.2%)
	Basic skills of reading, writing---	(85.2%)
	Basic arithmetic skills	(79.2%)
	College preparation---gain skills necessary for college work	(64.5%
	Basic education in courses such as science, history, government, geography and a foreign language	(58.9%)
Vocational Readiness	Vocational training should be provided so that students may gain skills for employment immediately after graduation---	(58.4%)
	Vocational guidance should be provided so that students can learn about their own abilities and interests	(58.1%)
Humanistic Sensibility	Students should learn to get along with, and work with, others.	(63.3%)
	Students should develop good character -- a sense of moral, ethical and religious values and goals	(61.6%)
	Students should have an appreciation of the arts, beauty and culture of the world	(32.8%)
Racial Tolerance	Students should understand and respect people of all cultures	(49.2%)
	All students, regardless of ethnic, cultural or religious group, should have an equal opportunity to participate in any course or activity offered by the school	(55.2%)

Factor	Defining Goals and % "Extremely Concerned"	
The Work Ethic	Students should value each and every job.	(46.0%)
Readiness for Adult Personal Relationships	Students should have a basic knowledge of the human relationships of adult life.	(44.8%)
Readiness for Adult Consumer Role	Students should learn to be wise buyers and users of goods and services	(40.3%)
Aopreciation of Importance of Physical Health in Adult Life	Students should understand the importance of physical health in adult life.	(37.8%)
Readiness for Adult Leisure	Students should develop talent interests and hobbies for adult leisure	(27.2%)

As pointed out in the discussion of the method used, substantive conclusion have to be drawn with extreme caution (which is why we deliberately used the term "senses" rather than "shows" or "demonstrators", in describing the pattern of Table 26). In particular, the "morality' of the Human Sensibility factor, if the relevant goal had been differently worded, might not have been of concern to so high a percentage as is shown. There is considerably more work to be done in this area but we feel that the factor analytic methodology is promising both in revealing goal structure and in permitting a very comprehensible schedule of priorities to emerge "naturally" from the data.

Appendix I

Tabulation of Allocation
of 297 Statements to 12 Global
Outcome Goal Categories by:

Albuquerque parents and professionals

Philadelphia parents

Statements Placed In Outcome Category ("Goal") as Helping Its Achievement

Outcome Category	General Academic Knowledge		
Statement	Albuquerque Parents	Albuquerque Professionals	Philadelphia Parents
Students should be taught to read	X	X	X

Philadelphia Professionals; Goals of Education

Tables 20, 21, 22 and 23 display the Philadelhpia professionals' ratings on the GDI, for the concerned and awareness sections. Comparing, first the true educational goals of the various groups -- Philadelphia parrents with Philadelphia professionals (Table 20) and Philadelphia professionals with Albuquerque professionals -- we find:

- Professionals and parents are in general agreement with respect to their concerns, exceptions being "self-worth and self-understanding" and "the importance of physical fitness"; in both cases the professionals were appreciably more concerned than the parents.
- Generally, professionals appear to think the schools are attempting to achieve the goals about which they (the professionals) are "extremely concerned"; since this is not the case with parents, the consequence is that there is general disagreement in the percentage of professionals and parents believing the schools are attempting to achieve the mediate educational goals. This is typically in the area of a 20% difference.
- Philadelphia professionals are much more "concerned" it seems, than Albuquerque professionals about the achievement of mediate goals and, for that matter, are also more likely to say that the goal is being achieved.